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The Swaziland Training and Institutional Development (STRIDE) Project

**Cooperative Agreement with California State Polytechnic University
(CalPoly)**

Cooperative Agreement Number: 645-0231-A-00-1054

**University Linkage Agreement Between CalPoly
and
the University of Swaziland (UNISWA) and Swaziland College of
Technology (SCOT)**

Mid-Term Evaluation

May 1995

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Prepared for: USAID/Swaziland



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Table Contents

Executive Summary	i
Basic Project Identification Data	iv
I. Introduction	1
II. Scope of Work	1
III. Methodology/Process	2
IV. Performance Evaluation	6
A. Faculty Development	6
B. Curriculum Development and Pedagogical Methods	12
C. Student Competency	16
D. Strengthened Linkages with the Swazi Business Community and Government	18
E. Utilization & Reporting of Financial Resources	21
V. Putting it All Together	27

ANNEXES

Annex A:	Statement of Work
Annex B:	Evaluation Team's Work Schedule
Annex C:	List of Individuals and Institutions Interviewed
Annex D:	Documents Reviewed
Annex E:	Employer's Assessment Reports
Annex F:	Letter to Employer: Internship Training for B.Com. Four Year Students
Annex G:	Letter from Swaziland College of Technology: Progress Report
Annex H:	Commodity Purchases
Annex I:	Financial Report
Annex J:	Cal Poly Swaziland Linkage Report

Executive Summary

This mid-term evaluation of USAID Swaziland's University Linkage Cooperative Agreement with California State Polytechnic University/Pomona (CalPoly) # 645-0231-A-00-1054 in its support of the University of Swaziland's (UNISWA's) Faculty of Commerce and the Swaziland College of Technology (SCOT) was conducted under an indefinite quantity contract for evaluation between USAID/Swaziland and Management Systems International (MSI). The technical assistance was provided between April 11 and May 30, 1995. The MSI team was requested to evaluate the current status of the CalPoly Cooperative Agreement and its impact on UNISWA and SCOT since its commencement in December 1991, in relation to its stated goals, purposes and outputs. In addition, the team was requested to provide recommendations and lessons learned for the improvement and the success of the remaining university linkage activities.

The success of the university linkage program between CalPoly and UNISWA and CalPoly and SCOT was evaluated in terms of (1) the professional development of the faculty of UNISWA and SCOT; (2) improvement of both the accounting and business management curricula and the teaching techniques of both the faculty of UNISWA and SCOT; (3) improvements in UNISWA's and SCOT's business management and accounting students' classroom and on-the-job competencies; (4) the strengthening of the linkages between UNISWA and SCOT and with the Swazi business community and the government; and (5) the optimal use of resources as outlined in the Memorandum of Understanding between CalPoly and UNISWA and CalPoly and SCOT.

Successes

Although it was not a clearly and mutually articulated university linkage program, there has been positive progress in several areas -- the professional levels and skills of UNISWA's and SCOT's faculties have been improved; UNISWA's and SCOT's accounting, business management and marketing curricula have been expanded and enriched; UNISWA's and SCOT's students competencies have been enhanced; and UNISWA's and SCOT's linkage with the Swazi business and government communities have been developed. CalPoly has provided, to both UNISWA and SCOT, commodities (i.e., computers and related hardware and software, audiovisual equipment, reference books and textbooks) and technical assistance that centered on computer training, curriculum development and computerization of curriculum, introduction to new methods of teaching (i.e., student-centered learning and competency-based teaching) and faculty substitution (i.e. Dr. Bill Adamson has joined the UNISWA's Faculty of Commerce for a year ending in June 1995).

Both UNISWA and SCOT have made progress toward the efficient utilization of the technical assistance offered through the linkage. For example, UNISWA's Faculty of Commerce has established an Executive Advisory Council, consisting of private sector and government people who are now working with the faculty toward the goal of improving the quality and the relevancy of the curricula. UNISWA has also utilized the CalPoly's technical assistance effectively in shaping its marketing curriculum. SCOT has also utilized the CalPoly technical assistance effectively in structuring its level III AAT certification curricula. This has helped

SCOT to obtain certification from an external accreditation body to serve as a center for the AAT certification program. SCOT has also used the technical assistance in developing a curriculum for micro- and small enterprises, which SCOT will start offering starting with the next academic year. SCOT, with the assistance of CalPoly, has formed a Marketing Committee which is tasked with "marketing SCOT to the Swazi business and government communities".

CalPoly has also benefitted from the linkage. First it used the linkage for internationalizing its curriculum which helped it to obtain accreditation for its business school. It obtained accreditation for its business school from AACSB on April 10, 1995. Second, the faculty that participated in the linkage have published and presented marketing simulations and case studies based on the Swaziland situation. Third, the faculty that participated in the linkage have used the linkage for researching and rethinking about effective teaching methods.

Failures

Several managerial, cross-cultural, public relations and communication problems have limited further progress. For example, absence of an effective management and communication system from CalPoly resulted in expectations of both UNISWA and SCOT not being met. There are no follow-on formalized communication among the CalPoly linkage faculty nor with UNISWA and SCOT concerning the timing, content and the level of the technical assistance beyond the Memorandum of Understanding.

CalPoly has failed to provide regular monthly reporting of activities and expenditures as required by the Cooperative Agreement between USAID/Swaziland and CalPoly. CalPoly has also spent in excess of current USAID/Swaziland obligations. This has raised concern about the continued funding of the linkage and has left the impression with USAID/Swaziland that CalPoly does not understand the principle differences between budgets and contractual amounts and the concept of incremental funding. CalPoly failed to take measures, with ample lead time, to correct its financial management and reporting system and to request for additional funding from USAID/Swaziland in order to ensure that spending levels did not exceed the amount obligated by USAID/Swaziland.

Failure to define the mutuality of interest among linkage participants resulted in false expectations. Both UNISWA and SCOT had failed to adequately identify, articulate and communicate their specific needs throughout the linkage. Likewise, CalPoly had not specified what it was seeking from the linkage. The mutuality of interests was never defined.

Absence of a thorough and systematic needs assessment by linkage participants may have resulted in less than optimal use of linkage resources. None of the documents reviewed by the evaluation team discussed the Swazi economy and business environment nor its growth prospects. There has been no specific assessment and documentation of the human resource requirement of the Swazi economy to link it to the curricula offered by UNISWA and SCOT. Consequently, not all of the technical assistance provided by CalPoly was effective and well planned.

The absence of Swazis participation in the determination of and the control of "How Grant Monies are Spent" has resulted in dissatisfaction with the linkage by both UNISWA and SCOT. Both institutions have argued that most of the money is being spent on CalPoly's consultants and very little of the linkage resources are flowing to benefit Swaziland. These arguments emanate partly from failures to appreciate the value of technical assistance and partly from the suspicion that CalPoly faculty were spending considerable time on surveys and studies which SCOT nor UNISWA were not really aware of nor sanctioned. This could have been remedied (a) by linking all technical assistance to the specific needs identified by the Swazi institutions; (b) by openly discussing the benefits of each technical assistance to Swaziland prior to its delivery; and (c) by clearing all surveys and studies conducted by CalPoly faculty members with the local institutions before they are implemented regardless of their sources of funding.

UNISWA and SCOT have also failed to adequately institutionalize curricular methods and policies to fully utilize linkage assistance. For example, although the new teaching and learning techniques were judged to be far superior than traditional methods, both UNISWA and SCOT have not made minimal attempts to institutionalize the new teaching and learning techniques by abolishing the traditional testing and certification systems and by establishing new incentive and salary schemes that reward conversion to the new systems.

Recommendations

In order to effectively utilize the remaining resources and time by the linkage participants, the evaluation team recommends that CalPoly and the Swazi institutions negotiate immediately a new understanding based on mutuality of interests. USAID/Swaziland should arbitrate and facilitate the negotiations among CalPoly, UNISWA and SCOT. **USAID/Swaziland** should request CalPoly to freeze all linkage activities under the existing Memorandum of Understanding, including planned visits by CalPoly consultants, except for the completion of studies by the Swazi students currently enrolled in CalPoly until a new understanding is reached. The revised Memorandum of Understanding to utilize the remaining USAID funds effectively in the remaining time for the benefit of SCOT and UNISWA should clearly define the roles and responsibilities of each institutions.

CalPoly should be encouraged to establish an open system of communication among its linkage faculty and with UNISWA, SCOT and USAID. CalPoly should ensure that the timing, purpose and content of all technical assistance are communicated to UNISWA and/or SCOT and concurred with in writing by UNISWA and/or SCOT prior to the technical teams' arrival in Swaziland. CalPoly must also take effort to better understand and to comply with the terms of their contractual agreement with USAID. CalPoly has already been provided with obligatory procedures and requirements by the USAID/ Regional Contract Officer (RCO).

Basic Project Identification Data

1. Country: Swaziland
2. Project Title: The Swaziland Training and Institutional Development (STRIDE) Project
- Cooperative Agreement with California State Polytechnic Institute
3. Project Number: Cooperative Agreement #: 645-0231-A-00-1054
4. Project Dates:
 - a. First Project Agreement: December 1991
 - b. Final Obligation Date: FY95
 - c. Most Recent Project Assistance Completion Date (PACD): September 30, 1996.
5. Project Funding:

a.	AID Bilateral Funding	US\$1.5 million
b.	Other Major Donors	—
c.	Host Country Counterpart Funds	—
Total		US\$1.5 million
6. Mode of Implementation: AID direct contractor -- California State Polytechnic Institute
7. Project Designers: USAID/Swaziland
8. Responsible Mission Officials
 - a. Mission Directors: Roger Carlson, Director, Valerie Dickson-Horton, Director, Jack Roger, Acting Mission Director
 - b. Project Officers: Don Foster-Gross, AL/PGDO Chief, Steve Goertz, Project Manager
9. Previous Evaluations: None.

California State Polytechnic University, the University of Swaziland and Swaziland College of Technology University Linkage Project

Mid-Term Evaluation

I. Introduction

This technical assistance to USAID/Swaziland was provided under an indefinite quantity contract for evaluation between USAID/Swaziland and Management Systems International (MSI). The technical assistance was provided between April 11 and May 30, 1995. The technical assistance team consisted of Dr. Samuel Taddesse, senior economist and evaluation specialist, team leader and Dr. Harold W. Lucius, consultant and professor of marketing at Rowan College of New Jersey. Subsequent sections of the report describe the scope of work for the evaluation; the methodology and the process used for the evaluation; the findings, analysis and recommendations with respect to achievement of stated project purpose and outputs; and specific recommendations for realistic modifications to remaining linkage activities considering what has already been accomplished and resources remaining.

II. Scope of Work

The objective of the technical assistance to USAID/Swaziland is to conduct a mid-term evaluation of USAID Swaziland's University Linkage Cooperative Agreement with California State Polytechnic University/Pomona (CalPoly) # 645-0231-A-00-1054 in its support of the University of Swaziland's (UNISWA's) Faculty of Commerce and the Swaziland College of Technology (SCOT). The team was requested to evaluate the current status of the Agreement and its impact on UNISWA and SCOT since its commencement in December 1991, in relation to its stated goals, purposes and outputs. The scope of work requires the Evaluation Team to specifically address the following questions and issues.

- Are relevant USAID Assessment of Impact (API) indicators being adequately tracked, and is solid information from the linkage activities being obtained?
- What is the status of the local currency account the UNISWA and CalPoly is establishing?
- What is the status of CalPoly's monitoring and reporting, including financial and technical? Are reports to USAID, SCOT, UNISWA timely and complete?
- Are resources being effectively utilized? Are they being used in accordance with project Agreement and Memoranda of Understanding? Are SCOT and UNISWA carrying out their full responsibilities, e.g., housing at SCOT and UNISWA for CalPoly consultants? Is CalPoly adequately managing Agreement funds?
- Is the intended focus of each linkage being maintained?

- Is there an indication at this stage that CalPoly linkages with SCOT and UNISWA will continue after USAID support ends?
- What is the status of Participant Training, In-country Training and Faculty Assistance, In-country Collaborative Research, and Commodity Acquisition and Maintenance?
- What is the impact of institutional development assistance provided by CalPoly to SCOT and UNISWA vis-a-vis what could have been provided through other modes of donor assistance? Is US-based training and curriculum improvements provided by CalPoly relevant to Swazi and Southern African business practices and for graduating students taking jobs in the private sector?
- Can new or modified linkage activities be recommended based upon lessons learned and because of changing business conditions in the region?

The scope of work requires the team to provide recommendations and lessons learned for the improvement and the success of the remaining university linkage activities. The detailed scope of work is attached as Annex A.

III. Methodology/Process

This mid-term evaluation of the CalPoly's university linkage project is based on data collected through interviews of the faculties of CalPoly, UNISWA and SCOT who participated in the linkage, selected students from UNISWA's Faculty of Commerce and SCOT's Faculty of Commerce - Department of Business Administration, selected business leaders from UNISWA's Faculty of Commerce Advisory Counsel as well as from reviews of the Memorandum of Understanding, reports and documents generated by the participants and correspondences among CalPoly, UNISWA, SCOT and USAID/Swaziland. Before the team's arrival to Swaziland there was a team planning meeting in Washington, DC, on April 11, 1995 to review the scope of work, the Memorandum of Understanding between CalPoly and SCOT and CalPoly and UNISWA and to develop an evaluation plan. In addition, Dr. Harold Lucius visited with CalPoly and interviewed faculty members who participated in the university linkage program, staff of the international center, staff of Kellogg Unit Foundation, Inc., CalPoly Pomona and the Swaziland students currently enrolled at CalPoly. He visited CalPoly for three days from April 12 to April 14, 1995.

The evaluation team arrived in Swaziland on April 17, 1995. The interview process began on April 18. On April 18 after a brief meeting with USAID/Swaziland to clarify the scope of work, the team visited SCOT and met with Mr. D. P. Simelane, the assistant principal and Mr. K. Obeng-Manu, the coordinator of the linkage program and head of the accounting department. In the afternoon of April 18, the team met with Prof. M. A. Khan, the Dean of the Faculty of Commerce of UNISWA. At this initial meeting arrangements were made to meet other members of the faculty and the recipients of the long-term training at CalPoly and with Dr. Bill Adamson a CalPoly faculty member currently on rotation at UNISWA. On April 20 the team interviewed faculty members at UNISWA who had returned from CalPoly with MBA degrees and some faculty members that had not gone to CalPoly including Mr. Kyara,

Head of the Accounting Department who had participated in the short-term in-country training. On April 21 the team met with Mr. L. B. Leukhele, the outgoing principal of SCOT, Mr. W. S. A. Shongwe, the current principal, Mr. D. P. Simelane, the assistant principal and Mr. K. Obeng-Manu, the CalPoly linkage coordinator for a follow-on interview. On April 24, after presenting a mid-term status report to USAID management, the team visited UNISWA to meet and interview selected Faculty of Commerce students. On April 26, the team visited and interviewed selected business leaders who currently are members of the UNISWA's Faculty of Commerce Executive Advisory Council and the Pro Vice Chancellor and the Bursar of UNISWA. The team's work schedule is attached as Annex B and the list of individuals interviewed are attached as Annex C. The evaluation team also reviewed extensive documents collected from CalPoly, UNISWA, SCOT and USAID/Swaziland. The list of documents reviewed are attached as Annex D.

To facilitate the evaluation, the team developed a project logical framework which identified the goals, purposes and outputs of the university linkage program on the basis of the review of the Memorandum of Understanding between CalPoly and UNISWA and CalPoly and SCOT and the terms of reference of the Cooperative Agreement between CalPoly and USAID/Swaziland. The team also identified performance indicators for use in the evaluation. The revised project logframe is presented as Exhibit 1.

Exhibit 1. University Linkage Between CalPoly and UNISWA and SCOT Project LogFrame

Performance Indicators	Data Sources	Baseline Data	Current Achievement Levels	Critical Assumptions
Purpose: Strengthened Swazi managerial and administrative capabilities in the private sector, in government service, and in training institutions that support private sector-led economic growth.				
1. % increase in Swazi in key managerial and administrative positions	Survey of private sector employers; Survey of private sector; Interview of employers and business owners			The emergence of a democratic and a post-apartheid South Africa does not draw away investment from Swaziland.
2. % increase in Swazi business formation				
3. % increase in Swazi business investment and employment				
4. % increase in Swazi business profitability				
Output No. 1. Upgraded skills and competencies of UNISWA and SCOT teaching staff.				
1.1 % increase in faculty with post-graduate degree (MS and above) and/or professional certification in UNISWA's Faculty of Commerce	Interviews of CalPoly, UNISWA, and SCOT faculty and administrators; Interviews of UNISWA and SCOT students; Interview of selected businesses that employ UNISWA and SCOT internees and graduates; Review of reports, documents and correspondences.	1993 = 7 post-graduate degree holders 1993 = 0 CMA holders	1995 = 10 post-graduate degree holders 1995 = 1 CMA	
1.2 % increase in faculty with bachelor's degree and above in SCOT's Department of Accounting		1993 = 2 bachelor degree holders	1996 = 4 bachelor degrees and 1 MBA	
1.3 Computer literacy of the teaching staff at UNISWA Faculty of Commerce & SCOT		1993 = approximately 30% of faculty	1995 = 100% of faculty	
1.4 Number of collaborative and/or independent research and business case studies developed by UNISWA's Faculty of Commerce staff		1993 = 0	1995 = 1	
Output No. 2. Improved business management, marketing and accounting curricula and pedagogical methods.				
2.1 Implementation of a revised and expanded instructional materials	Same as above	1993 = none	1995 = marketing courses developed and implemented at UNISWA; level III AAT curriculum developed and implemented at SCOT	
2.2 % of faculty trained in improved pedagogical methods		1993 = none	1995 = 100 percent	
2.3 Integration of computer applications in business management & accounting curricula		1993 = none	1995 = 100% in accounting course at both UNISWA and SCOT; 60% in marketing and business management courses at UNISWA	

Performance Indicators	Data Sources	Baseline Data	Current Achievement Levels	Critical Assumptions
2.4 Relevance and currency of library reference material and textbooks		1993 = 25% of all textbooks	1995 = Over 60% of all textbooks and reference materials	
Output No. 3. Improved student competencies				
3.1 % increase in the on-the-job performance scores of internship participants	Same as above	1995 = 88% of UNISWA interns judged to be competent	TBD	
3.2 Increase in the proportion of SCOT's students successfully obtaining professional certifications		1994 = 75% pass rate	TBD	
Output No. 4. Strengthened linkage between UNISWA, SCOT and the business community in the development of curricula and research activities.				
4.1 Frequency of visits and exchanges of teaching staff between UNISWA & CalPoly, SCOT & CalPoly and UNISWA & SCOT	Same as above	All visit have been unidirectional from CalPoly to Swaziland	Dr. Adamson from CalPoly is currently teaching at UNISWA	
4.2 Frequency of contact between UNISWA, SCOT and the business community and government		1992-1993 none	Since 1994 UNISWA has established an Executive Advisory Council which meets twice a year. SCOT has not established any formal contact with the business and government communities	
Output No. 5. Optimum use and the proper accounting of resources utilized in the linkage				
5.1 The maximization of the use of funds to promote and perform the upgrading and the strengthening of UNISWA and SCOT	Same as above	The Cooperative Agreement provided for \$1.5 million over the life of the agreement and USAID obligated \$850,000	CalPoly has exceeded obligated amount and both UNISWA and SCOT have indicated that linkage resources were not used optimally	
5.2. Timely reporting of expenditure and obligations of funds used in the linkage in accordance with the terms of the cooperative agreement with USAID		1991 Cooperative Agreement required CalPoly to provide semi-annual progress report and a monthly financial report	1995 CalPoly has been tardy in providing both monthly financial reports and the semi-annual progress reports	

IV. Performance Evaluation

The success of the university linkage program between CalPoly and UNISWA and CalPoly and SCOT is evaluated in terms of (1) the professional development of the faculty of UNISWA and SCOT; (2) improvement of both the accounting and business management curricula and the teaching techniques of both the faculty of UNISWA and SCOT; (3) improvements in UNISWA's and SCOT's business management and accounting students' classroom and on-the-job competencies; (4) the strengthening of the linkages between UNISWA and SCOT and with the Swazi business community and the government; and (5) the optimal use of resources as outlined in the Memorandum of Understanding between CalPoly and UNISWA and CalPoly and SCOT. Findings on achievements and progress in each of these areas are discussed below.

Swaziland's business and economic environment has changed significantly since the inception of the linkage program. During the 1980 and early 1990's Swaziland had benefited from the flight of businesses from South Africa. Many South African firms invested in Swaziland and provided employment opportunities for many skilled Swazis. Today, however, with the emergence of a democratic and post-apartheid South Africa and an environment where all of the countries in the region are restructuring their economies and are vigorously competing for investments and markets, Swaziland's future economic growth prospects are in jeopardy. Swaziland will have to make significant changes in its economic and investment policies and provide a highly skilled and motivated labor force to attract and keep foreign direct investment as well as to expand domestic investment. The university linkage program and Swaziland's manpower development strategy has to be evaluated within this regional economic framework.

A. Faculty Development

Objective: Upgraded skills and competencies of UNISWA's and SCOT's faculty.

Findings

University of Swaziland (UNISWA)

According to the Memorandum of Understanding and the terms of reference, faculty development was to be effected through long-term US training for Masters degrees and professional certifications, short-term US training, short term in-country training in the areas of business outreach, case study development, research designs, curriculum and teaching skills development and through collaborative research between CalPoly's and UNISWA's faculty. In terms of the professionalization of UNISWA's faculty, the Memorandum of Understanding with the California State Polytechnic University called for the completion of four Masters degrees and one professional certification in Management Accounting. The training of UNISWA faculty for Masters degrees has been met.

CalPoly has provided Masters of Business Administration (MBA) degree training to three individuals from the University of Swaziland. Benson Dlamini (December 1994), Dumsile Nkambule (March 1994) and Hezekiel Dlamini (December 1994) have successfully completed their course work and received their MBA degrees. These graduates are now back in Swaziland and are teaching courses in their respective areas. In addition to his teaching duties, Mr. Benson Dlamini has also been appointed as the Head of Business Management Department. Ms. Dumsile Nkambule is teaching marketing courses including Marketing Research and Sales Force Management. Mr. Hezekiel Dlamini is now teaching management courses including Quantitative Techniques and Operations Management.

In July 1992 Messrs. Mfanzile Dlamini and Musa Ndabandaba each received a two-month Leadership training at CalPoly in accounting and business administration, respectively.

Currently, Maxwell Themba Ntentesa from UNISWA is at CalPoly studying for the four-part Certified Management Accountant examination. Recently he was granted full membership into the Institute of Certified Management Accountants (ICMA) on the strength of his prior training and professional experience. According to Prof. Rochelle Keller, Mr. Maxwell Ntentesa is making satisfactory progress and is expected to pass all parts of the certification examination to be administered in June 1995.

UNISWA staff has also received in-country short-term training in several areas. In addition to installing and servicing some of the equipments, Ms. Carol Jones and Mr. Jesse Umphenour from CalPoly provided computerization training to the faculty. Professors Shiori Sakamoto, Ralph Miller, Vernon Stauble and Robert Schaffer conducted seminars on how to conduct research, prepare proposals and case studies. UNISWA faculty also received training in instructional material preparation and presentation. Prof. Bill Adamson conducted various workshops on pedagogical methods and Prof. Robert Schaffer conducted hands-on training on development of marketing case studies and instructional materials development.

Faculty development through collaborative research was very limited. Except for the collaborative work between Dr. Shiori Sakamoto and Mr. Musa Ndabandaba in developing a marketing case study titled "The Swaziland Milling Division", a case study which was accepted for presentation at the World Association of Case Research and Application Conference scheduled for June 18, 1995 in Leysin, Switzerland, to date no other collaborative research has been conducted. One major reason for lack of collaborative research between CalPoly's and UNISWA's faculties, as indicated by CalPoly and UNISWA, is the delay in the establishment of a local account in Swaziland from which UNISWA's faculty could draw on for funding research expenditures. USAID/Swaziland did not permit the setting up of the local account out of grant funds. However, CalPoly's College of Business Administration had offered to advance UNISWA, out of its own funds, \$5,000 for setting up the local account. UNISWA's management did not accept CalPoly's offer, which was perceived as a loan from CalPoly to UNISWA, and consequently the local account was not

established. Among other benefits, collaborative research is intended to help faculty apply his/her training to solving real-world business problems and to enhance teaching effectiveness. Faculty development through collaborative research and case development can thus be made most effective by relating the research topics to address problems encountered by the Swazi business community and by making research funds available at an early stage and at adequate levels. Peer group reviews of the research studies reinforce and refine the research techniques of the faculty. Research findings and analyses must be presented at faculty colloquiums.

Swaziland College of Technology

The Memorandum of Understanding between the California State Polytechnic University and the Swaziland College of Technology called for the completion of two Bachelors degree and one Associate of Arts degree. Currently, Ms. Nonhlanhla Dlamini is studying for her Bachelor's degree in Personnel Management and is expected to graduate in June 1995. Ms. Nonhlanhla Dlamini has taken one year longer than originally planned. Ms. Nomsa Mndzebele is studying for an MBA degree with specialization in Computer Information Systems and is expected to complete her studies by March 1996. There is some concern that Ms. Dlamini who upon returning will be assigned to teaching accounting courses is pursuing a specialization in Personnel Management. It was indicated that the reason for the change in her major from Accounting to Personnel Management was made to reduce the number of years she will need to complete a bachelors degree. Concerns were also expressed that Ms. Mndzebele will be returning with more qualifications (MBA) than the current Head of the Department of Commerce and may elect to seek employment elsewhere.

SCOT's faculty have also received short-term in-country computer training from Ms. Carol Jones and in instructional methods from Dr. Poulson and from Dr. Bill Adamson in student-centered learning.

The interview data indicate that, although not explicitly stated in the Memorandum of Understanding, both UNISWA and SCOT were under the impression that CalPoly - College of Business Administration would provide a program of study geared to the needs of each Swazi training participant. CalPoly did not provide "a specialized" program of study to the Swazi students. Rather the students were thrust into the main stream and had to define their own program of study based on the available course offerings.

Analysis/Conclusion

There has been significant progress in terms of upgrading the professional levels and skills of the faculties of both UNISWA and SCOT. According to the Faculty of Commerce roster of lecturers published in the 1994-95 University of Swaziland catalogue, in 1993 the number of Swazi lecturers with Masters degree was seven (7). With the completion of the long term US training, the number of UNISWA's Swazi faculty with post-graduate degrees increased by 43 percent, from 7 to 10. At SCOT, in 1993 the number of Swazi faculty with bachelors' degrees and above was only two.

With the completion of the long term US training, the number of SCOT's Swazi faculty with a bachelors' degrees and above will have increased by 150 %, from 2 to 5.

The linkage has also enhanced the computer literacy of both UNISWA's and SCOT's faculties. 100 percent of the faculty are now computer literate and a majority are using computers for their course preparations.

The recipients of the out-of-country training were generally satisfied with the level and quality of the training they received. However, in-depth interviews of graduates of CalPoly and review of correspondence between CalPoly/UNISWA and CalPoly/SCOT indicate that CalPoly did not design and offer a program of study particularly suited to meet the needs each Swazi graduate. In many cases the graduates were not able to register for some courses that they deemed relevant for their training and the needs of their respective institutions mainly due to the fact that they arrived to California at a time of budgetary crisis which affected course offerings at CalPoly. For example, Ms. Dumsile Nkambule would have benefitted from a course in Sales Force Management which she is currently teaching without the benefit of a formal training and Mr. Hezekiel Dlamini would have liked to have had more courses in Operations Management.

As per the correspondence between the then principal of SCOT, Mr. Leonard Leukhele and CalPoly, concerns were expressed that CalPoly had been unable to meet a commitment made to give full credit for the previous academic and the professional experience of Ms. Nonhlanhla Dlamini. Instead of completing her studies in 24 months she now will require 36 months. This situation has resulted in less than optimal use of the budgeted funds for staff development.

Although the Memorandum of Understanding indicates that there was a general understanding and consensus on the types and timing of technical assistance to be provided by CalPoly to UNISWA and SCOT, because of a lack of a thorough needs assessment and the absence of a formalized communication among CalPoly's linkage faculty some of the visiting consultants came inadequately prepared to address the needs of UNISWA's and SCOT's faculties. For example, the recipients of the Computer Training at SCOT felt that it was too elementary and unnecessary because many of them had already acquired the basic competencies the trainer was to have provided. Consequently, some of the consultants had to quickly change training contents on arrival to Swaziland to make their visits relevant. In addition, the timing of many of the visits conflicted with faculty teaching schedules. Proper communication and follow up on training needs, timing and expectations appears to have been absent.

Short term in-country training in most cases did not incorporate implementation and evaluation components to reinforce the training objectives. In addition, for about 60 percent of the short-term consultancies, the consultants did not provide the recipient institutions with reports and documentations of the work completed. Consequently, the

UNISWA's and SCOT's faculties were either slow in implementing or did not successfully incorporate the training they received in their teaching.

With regard to faculty development through collaborative and/or independent research, which would have developed a body of knowledge about the economic and business structure of Swaziland, not much progress has been made. To implement this program CalPoly's College of Business Administration had offered to advance UNISWA \$5,000 out of its own funds as seed money for UNISWA's faculty to use for research and conference attendance. However, to date, the local account for this amount has not been established. Consequently, except for the collaborative case study development by Dr. Sakamoto and Mr. Ndabandaba no additional collaborative research activity has occurred.

Recommendations

Based on the team's evaluation findings and experiences in other countries with similar programs, effective faculty development would require the following:

1. Country Training Needs Assessment: - An inventory of the country's human resources and skills needs must be developed collaboratively by the linkage participants using environmental scanning and analysis of the country's current and projected business competitiveness and economic growth requirements. This inventory of required skills forms the basis for formulating the training strategies of the university linkage participants.
2. Identification of Faculty Training Needs: - Given the inventory of skills requirements for UNISWA and SCOT to develop in their student training programs, this step identifies the additional training and preparation required by the respective faculties. The faculty training and preparation needs are further identified on the basis of (a) the credentials and professional training and experience of each faculty; (b) student demands for specific types of training; and (c) the mix of skills required by the continuously changing business and economic environment. At this juncture, a determination has to be made as to which types of skills training can be accomplished effectively on a long-term and/or a short-term basis.
3. Program of Study Development: - With regard to both short and long term training, once a decision has been made on the recipients of training and the areas of training, relevant programs of study must be developed. These programs of study must be tailored to the training needs of the recipients. The delivery of specific training must be sequenced appropriately to optimize the effectiveness of the training programs. It is imperative that the contents and the timing of the short term in-country training programs are clearly identified and concurred with by both recipients and providers of the training prior to their delivery. In the development of the contents of the short term in-country training programs, the developer must gain the benefit of the experiences of previous consultancies and visits, and this

exchange of information must occur on a formal basis with written agreements in evidence.

4. Procedures for Training Implementation: - Decisions on training location and training providers must be made collaboratively by the linkage participants before the implementation of the training programs. With regard to long term training, the expectation is that the training will be provided in the United States at CalPoly and/or at institutions of higher learning with accredited professional programs of study that CalPoly identifies with the concurrence of UNISWA or SCOT. Given the training requirement of the participant, CalPoly will ensure that training institutions are identified for course offerings it cannot provide.

With regard to short-term in-country training, a determination must be made by the linkage participants as to the providers of the training, i.e., whether the training can be provided by local consultants/institutions or consultants coming from the United States, on the basis of cost-effectiveness and ease of accessibility to trainers for post-training consultation.

5. Collaborative Research: - Effective programming and implementation of collaborative research between the faculties of CalPoly and UNISWA should begin by (a) identifying possible research topics in consultation with the Swazi business and government communities; (b) prioritizing research topics according to their importance to the Swazi community and their do ability within a reasonable timeframe and cost; (c) identifying and pairing the collaborating faculties of CalPoly and UNISWA by research topic; and (d) scheduling each research activity at a time when both CalPoly's and UNISWA's faculty members can be available to conduct the research. The collaborative research should be programmed and funded out of grant funds as a component of a specific technical assistance to UNISWA.
6. Monitoring and Evaluation: - With regard to both long and short term training effectiveness in developing faculty skills, monitoring and evaluation mechanisms must be established. A follow-on technical assistance must be provided to reinforce and to assist with the implementation of the skills. Additional technical assistance must also be provided during the evaluation stage, as is necessary, in order to ensure the successful implementation of the skills acquired.

B. Curriculum Development and Pedagogical Methods

Objective: Improved business management, marketing and accounting curricula and pedagogical methods.

Findings

University of Swaziland

CalPoly's technical assistance to UNISWA in this area included curriculum analysis and evaluation, development of instructional materials, computerization of curriculum and case development and research. Dr. Vernon Stauble of CalPoly reviewed the mission and strategic plans of UNISWA's Business Administration department and evaluated course offerings such as Principles of Marketing, Sales Force Management and International Marketing. He also reviewed the contents of the marketing courses in the business administration curricula; made recommendations for additional course offerings in line with trade development opportunities and the objectives of the business administration department; and presented suggestions for accomplishing the long term objectives and requirements of marketing courses such as projects, case studies and lecture notes.

Dr. Robert Schaffer provided a one-month technical assistance to UNISWA which included a demonstration on how to develop classroom materials using both Lotus 123 and Visual Basic. He also demonstrated to the staff how to write short case studies for use as classroom exercises or in examinations. This included hands-on exercises on writing short cases. With the assistance of Mrs. Nkambule, Dr. Schaffer modified a marketing simulation he had authored to fit the Swaziland business environment. The new software is titled "Marketing in Swaziland" and can be used to introduce computerized spreadsheets into the marketing curriculum. Dr. Bill Adamson also provided technical assistance related to test preparation for the Association of Chartered and Certified Accountants (ACCA) and Association of Accounting Technicians (AAT) examinations.

Dr. Stauble, during the summer of 1994, wrote a case study on the Simunye Sugar Estates and on Shell Oil operation in Swaziland. The Shell Oil case study is being used for demonstrating the principles of business management. Faculty are presently writing cases on expatriate owned businesses in Swaziland modeled on the Shell Oil case study. Dr. Hurt has also provided technical assistance in accounting curriculum design.

In addition, the CalPoly linkage has provided in-country training to introduce and improve teaching methods and teaching skills. This was accomplished through demonstration of student-centered learning, competency-based teaching, and team teaching. During the summer of 1992, Dr. Bill Adamson initiated work on his "Comprehensive Model for Accounting Education" by assisting UNISWA's faculty to adapt their teaching methods to the material and needs of the students being taught. He

has since completed this work and is currently implementing it. Dr. Schaffer, in his workshop on teaching, introduced and discussed a variety of classroom exercises that will enhance students ability to grasp quickly the main concepts of the subject being taught.

Interviews of students indicate that the teaching techniques of the US trained faculty and Dr. Adamson are well received. About 75 percent of the students interviewed indicated that the use of case studies and classroom oral presentations have assisted them in their understanding and appreciation of the subject matter being taught. This process has forced them to carefully read, review and discuss the relevant chapters in their textbooks and related library material and to apply them to real-world problems. Some of the interviewees have also indicated that the oral presentations in the classroom have sharpened their oral communication skills. Unlike the traditional delivery system, the new system requires the students to read the relevant chapter of their textbooks and come to class prepared to discuss the material. The new system also requires students to think critically and analytically.

Swaziland College of Technology

CalPoly's assistance to SCOT included curriculum design and development of instructional materials. In early October 1994, Dr. Patricia Hopkins provided curriculum design assistance for several courses in the Secretarial studies areas. She analyzed the objectives and contents of the courses and recommended teaching methods that would be most effective for achieving the objectives of the courses. Dr. Carol Jones conducted a workshop on how to use computers in the accounting curriculum. Dr. Hurt reviewed and offered recommendations to improve the Accounting Information Systems Design course which is a requirement in Level III of the AAT certification program. Dr. Sakamoto provided instructions on "Curriculum Design and Instructional Materials".

With regard to improvements in pedagogical methods, Dr. Adamson finalized application of his "Comprehensive Model for Accounting Education" with the assistance of faculty at SCOT, and also conducted workshops with SCOT's faculty on competency-based teaching and student-center learning. Dr. Patricia Hopkins provided technical assistance to SCOT and assisted in the redefining of course goals and objectives in the secretarial studies areas. Dr. Poulson conducted a workshop on student-centered learning. In the weeks following the workshop, Dr. Poulson met with individual faculty with the objective of increasing their efficiency and providing more time for external relations and program development. Dr. Gail Waters wrote a textbook for a course in Self-employment/Small Business Management; developed templates for business plans for students in construction, auto-mechanics, hotel, catering/restaurant and secretarial studies; developed sample syllabi for Self-employment/Small Business Management; served as guest lecturer in three classes; and made video tapes of local small businesses for use in conjunction with the case studies developed for the Self-employment /Small Business Management course. Dr. Gail Waters's work is under consideration for use in the coming academic year. Mrs.

Fernanda Dlamini is currently preparing case studies for submission to Dr. Waters for review. These case studies will be used in the Self-employment/ Small Business Management course when it is implemented. Along with Dr. Robert Hurt, Dr. Schaffer made presentations to the staff on student-centered learning.

Analysis/Conclusion

The evaluation of the interview data, the review of CalPoly's consultant reports and review of the curricula offerings of UNISWA and SCOT indicate that significant progress has been achieved in expanding the course offerings and in improving the quality and the relevance of the business management, marketing and accounting curricula in the context of the Swaziland business environment. Progress has also been made in integrating computers in business management, marketing and accounting curricula.

At SCOT the linkage has been instrumental in refining the Accounting Information Systems Design course. This has enabled SCOT to obtain certification from an external accreditation body to serve as a center for the AAT certification program. Additionally, the scheme of service of SCOT's accounting graduates has been incorporated in the civil service salary structure. This is added evidence of the improvements in the relevance of the curriculum and the competencies of the graduates.

There has been limited progress in the implementation of the CalPoly demonstrated new teaching methods such as student-centered learning and competency-based teaching. There is some evidence of implementation of these teaching methods in the business management classes by the US trained faculty members. There seems to be a definite division among the Accounting faculty at UNISWA with respect to the use of the new methodologies. In addition, although many faculty members have attempted to use the student-centered learning technique, according to the students interviewed, only Ms. Nkambule has successfully used the technique in her marketing classes. The interview data also indicates that the majority of the faculty of the Accounting Department are not inclined to adopt the new teaching techniques.

The work done at SCOT was well received but not fully implemented because of the paucity of computers. The issue as to whether to offer local or foreign certification for Secretarial studies has not been resolved.

Both students and faculty have indicated that the library books sent by CalPoly to UNISWA are relevant and timely. However, due to shortage of resources and the manual nature of the processing of the books, not all books have been shelved for readers. This was substantiated in an interview with the head librarian.

Recommendations

Based on its evaluation, the team suggests the following steps to strengthen and/or improve the quality of the curriculum and its effective delivery.

1. Curriculum Content: - The curriculum taught must be developed to reflect the specific skills required for the Swazi business and economic development needs. The curriculum must be developed using competency-based techniques and must also be delivered using the student-centered learning methodology to increase its appropriateness and likelihood of adoption.
2. Curriculum Structure: - Courses must have both theoretical and practical underpinnings adopted to the Swazi business and economic environment. These can be accomplished with the aid of examples, exercises and case studies developed using real-world experiences and problems from the Swazi business and government environment.
3. Curriculum Implementation: - Courses must be sequenced to ensure both that the relevant skills are taught at the appropriate levels and that greater comprehension of the subject matter is achieved by students.
4. Adequate Technology and Library Resources: - Reorientation of curricula and their delivery would require the provision of adequate technology and library resources. Adequate supply of state-of-the-art computers will facilitate effective computerization of the curricula. The student-centered learning technique requires students to read additional material to augment the information contained in their textbooks, thus the provision of state-of-the-art library with sufficient number of copies of each reference material is a must.
5. Faculty Incentives: - Incentive mechanisms must be developed and implemented to ensure that *all* faculty use the competency-based curriculum and the student-centered learning techniques. Besides making the new teaching techniques mandatory, those faculty members that have been successful in enhancing their students' competencies through the use of these new teaching techniques should be recognized and rewarded adequately.
6. Monitoring and Evaluation: - A mechanism must be put in place by the linkage participants to monitor and evaluate the effectiveness of the curricula content and its delivery in achieving the impact of enhancing students' critical, analytical and problem solving skills while at the same time deepening their knowledge and understanding of the Swaziland business and economic environment and its growth potential.

C. Student Competency

Objective: Improved classroom and on-the-job performance of UNISWA's and SCOT's students.

Findings

University of Swaziland

According to the Memorandum of Understanding the CalPoly linkage program was designed to enhance the skills and competencies of UNISWA's and SCOT's business management, marketing and accounting students. Improvements in student competencies can be measured in terms of their on-the-job performance as interns and full-time employees after graduation, on their performance on professional certification examinations, and their overall classroom performance as demonstrated by their test scores.

With regard to improvement in classroom performance, to the extent that the teaching and the testings are currently norm-referenced, year to year performance comparisons cannot be performed. Both UNISWA and SCOT are far away from implementing criteria-referenced testing which would have allowed for such performance comparisons.

To measure on-the-job performance UNISWA has developed and tested a survey instrument to obtain feedback on the performance of students on its internship program. The questionnaire used for the survey seeks to evaluate the interns' knowledge of work, interest in the job, sense of responsibility, interaction skills with colleagues, problem solving capability, ability to make sound decisions, quality of work, and communication skills. The instrument was applied on the 1994 internship program (see Annex E). While the results of this survey provides baseline data, the evaluation team has not evaluated the appropriateness of the instrument. Overall the baseline data indicates that 62% of the interns were very capable while the performance of 88% of the interns were acceptable (see Annex E).

Swaziland College of Technology

According to the Memorandum of Understanding between SCOT and CalPoly the linkage was designed to improve SCOT's ability to provide more and better trained business, hotel and catering, and accounting technician certified employees that are crucial for Swaziland's economic growth and industrial development. At SCOT, neither the new Secretarial Studies nor the AAT certification curricula have been operational for a sufficient period of time to permit an evaluation of the competence of the graduates. However, in the 1994 AAT certification examination 18 of the 24 candidates passed the requirement for the certification. SCOT does not have a formalized internship program. Students find their own positions or structure their current positions, on their own, to meet internship criteria. Dr. Patricia Hopkins

provided technical assistance to SCOT in the development of an internship program for SCOT students. She developed a course outline for internship activity, including appropriate forms for monitoring student performance. However, as of now SCOT has not implemented a formal internship program, nor has it conducted on-the-job performance evaluation of the schools alumni.

According to employers interviewed by the team, at least in the accounting area, SCOT students were judged to have better accounting skills and the right work attitude than UNISWA accounting graduates. It was suggested that the UNISWA students lacked hands-on experience and needed close supervision. In addition, the employers interviewed indicated that UNISWA students exhibited attitudes of superiority vis-a-vis SCOT students. The interview also suggested that students of both UNISWA and SCOT lacked communication, interpersonal skills and motivation to accomplish more and to advance in their career. This was more pronounced in the academically high performing students. Overall, however, the interview data suggests that students of both school have shown improved on-the-job competencies.

Analysis/Conclusion

There has been progress in improving student competencies. At UNISWA we have results of on-the-job performance survey of employers which on the average indicates that about 88% of the internship participants are capable in the performance of their assigned tasks. However, this data can only serve as baseline data and judgement has to await until the 1995 internship program results are obtained.

The data collected from interviewing students of UNISWA and SCOT and selected employers suggests that there have been some improvements in the quality of students as evidenced by improvements in their grasp of the subject matters being taught and their communication skills. These improvements are attributed to the new teaching methods, student-centered learning and competency-based teaching, which have been adopted in some of their classes.

Recommendations

As indicated in the analysis above, a lot of work needs to be done in the areas of students' communication skills, work attitudes, self motivation and group interaction. The evaluation team recommends that the following steps be taken to enhance the aforementioned skills.

1. **Communication Skills:** - A writing component must be an integral part of all courses taught in the curriculum to deepen and strengthen written communication skills of students. All lecturers must be required to critically evaluate, reinforce and reward good written communication skills. Concomitant to this requirement is more oral classroom presentations and role playing to simulate the *real world* work environment. This can be enriched through case analyses and group presentations,

where each member of the group is assigned a specific section of the report to present to the class.

2. **Work Attitude and Self-motivation:** - Students should be provided with successful Swazi and African role models in the classroom. These role models will assist in reinforcing what is being taught in the areas of work attitudes and self-motivation. In the work place, duties and responsibilities must be clearly stated and communicated, evaluation performed and communicated at specified periods during the internship and regular employment, and the remuneration system must include an element of merit for different levels of accomplishment.
3. **Group Interaction Skills:** - Group assignments that are relevant to the real world environment should be given to facilitate role playing and team building. The concept of quality circles strengthens group interaction and interpersonal skills.

Appropriate application of the above within the regular curricula will significantly enhance the student's communication skills, interpersonal skills and overall competency.

D. Strengthened Linkages with the Swazi Business Community and Government

Objective: Strengthened linkage between UNISWA, SCOT and the business community and government in the development of curricula and research activities.

Findings

University of Swaziland

The Memorandum of Understanding clearly states that the linkage will assist UNISWA develop a stronger relationship with the business community. This relationship can be developed through programs such as (1) advisory councils, (2) formalized student and faculty internship programs, (3) field trips to selected firms and government agencies, (4) classroom participation of business and government leaders as guest speakers and/or classroom guest lecturers, (5) as discussion panelist on relevant business issues, and (6) hosting of business conferences on the campus on issues of interest to the business community.

UNISWA's Faculty of Commerce has now established an Executive Advisory Council consisting of government and business leaders. With regard to internship programs, currently students, on their own, search and secure internship positions in government and/or private businesses. UNISWA has recently established an Internship Committee within their Executive Advisory Council and has just begun the process of contacting employers in search of internship positions for the students. A sample of the solicitation letter is attached as Annex F. With regard to field trips, Dr. Schaffer, Dr. Waters and Dr. Sakamoto have taken students to visit local companies and collected

data for case preparations. Our interview with the Dean and the faculty, however, does not indicate that there has been any classroom participation by business practitioners and government leaders. In addition, there is no evidence of the school having hosted discussion by panelists nor hosting of business conferences. The interview data also indicates that UNISWA has benefitted from the participation of a leading accounting firm that is providing auditing tutorials to fourth year accounting students. This firm also provides an annual prize for the outstanding Bachelor of Commerce graduate.

Swaziland College of Technology

Through the CalPoly linkage SCOT has established a Marketing Committee to facilitate the marketing of the services and curricula of the Business school to the public and the business community. Dr. Patricia Hopkins assisted SCOT in defining its goals and objectives and conducted a workshop for the Marketing Committee emphasizing the importance of marketing for an institution of higher learning. Dr. Hopkins also developed two questionnaires, one designed to get feedback from employers on the prospects for career opportunities in the future, and the second designed to be answered by alumni which would give SCOT feedback on courses of study taken by students and how they have progressed in their careers. Besides generating valuable information for curriculum improvement, the questionnaires are designed to start the process of building liaisons with business, industry and government. These questionnaires are attached as Annex G. SCOT has solicited and received feedback from the business community on curriculum development for Secretarial studies.

Although the Memorandum of Understanding stipulates that the CalPoly linkage will strengthen the links between UNISWA and SCOT, the evaluation team did not find evidence of any deliberate attempts being made to accomplish this objective. Interviews of the Principle of SCOT and the Dean of the Faculty of Commerce of UNISWA provided clear indications of the absence of collaboration between the two schools.

In 1991, USAID/Swaziland advertised a request for proposal (RFP) for an American academic institution to provide technical assistance to enhance the accounting, business management, and marketing curricula of UNISWA and SCOT. CalPoly responded to the RFP and was selected by UNISWA and SCOT from among four American academic institutions. Since the negotiation and signing of the Memorandum of Understanding between CalPoly and UNISWA and CalPoly and SCOT, there have been several visits by the teaching staffs of CalPoly to both UNISWA and SCOT. However, there has been no reciprocal visits by UNISWA and SCOT teaching staff. In addition, there has been no exchanges of teaching staff between UNISWA and SCOT.

Analysis/Conclusion

Progress has been made by both UNISWA and SCOT in developing linkages with the business and government communities. The establishment of the Executive Advisory Committee to the Faculty of Commerce at UNISWA is a positive step formalizing

linkages with the business and government communities. This has assisted UNISWA and SCOT in expanding their curricula and making them relevant to the needs of the community. In addition, UNISWA students are provided with a training ground through internships, by members of the Executive Advisory Council.

With respect to reciprocity the team finds that it occurred in a uni-directional instead of two directional manner. Simply stated the exchanges of faculty seems to be based on the assumption that UNISWA and SCOT did not have anything to contribute to the development of the faculty and staff at CalPoly.

All the findings indicate that this particular linkage does not look like a true university linkage. Instead, it appears as if it is a contract awarded to CalPoly by USAID/Swaziland to provide technical assistance and associated commodities to UNISWA and SCOT. A true university linkage is based on mutuality of interests. That is, both participants must mutually benefit from the linkage despite the fact that the nature of the benefit derived could be different, but nonetheless, the benefits are perceived to be equal. Additionally, there must be clear and timely communications between the linkage participants. In this case, CalPoly played the role of provider of technical services and commodities while UNISWA and SCOT were assigned the role of recipients. The mutuality of interests was not evident in this relationship. To that extent it has been a disappointing experience to both UNISWA and SCOT who believed that the relationship would be a true university linkage.

Recommendations

As indicated above the CalPoly linkage with UNISWA and SCOT did not exhibit a true university linkage. In order to establish an effective university linkage the evaluation team recommends the adoption of the following steps.

1. Objectives of Linkage: - The objectives of the linkage must be mutually developed by the participants from all institutions. The Memorandum of Understanding between CalPoly and UNISWA and CalPoly and SCOT identify, in general terms, what will be provided in terms of training, commodities and technical assistance from CalPoly to UNISWA and SCOT. It does not spell out the linkage objectives from the mutuality of interest and a two directional basis.
2. Strategy Formulation: - Once agreement has been reached on the objectives and strategies for achieving each objective, the associated resources must then be identified and budgeted. The contributions and the responsibilities of each participant should be clearly identified and concurred with. At the same time an administrative process must be established to implement and follow up.
3. Implementation Plan: - An implementation plan that stipulates the activities and the timeframes must be mutually developed. Each participant must appoint a permanent linkage coordinator with decision-making authority to effectuate the implementation of the plan in a timely and efficient manner. Currently, the head of

the Department of Accounting of SCOT serves as the linkage coordinator and at UNISWA the coordination task has been assigned to the Dean of the Faculty of Commerce. On CalPoly's side there are several players including the Director of the International Center and the Dean of the College of Business Administration.

4. **Monitoring, Evaluation & Reporting:** - Monitoring and reporting mechanisms must be put in place to effectively monitor and evaluate the progress being made in achieving the stated linkage objectives. Performance indicators must be mutually developed and monitored. Reports on findings and recommendations must be produced and distributed according to established time lines. Additionally, a joint review of findings and recommendations must be conducted in order to concur on required course of actions to be taken to enhance achievement of the linkage objectives.
5. **Transparency:** - For the above steps to be successful, communication must be open, timely, regular and documented.

E. Utilization & Reporting of Financial Resources

Objective: Optimal use of resources.

Findings

The Cooperative Agreement provided \$120,000 for purchase of computers and related hardware and software, library books and reference material and other commodities. Computer equipments, relevant software, printers, scanners, copy machines, overhead projectors and audiovisual equipments were purchased and delivered to both UNISWA and SCOT. CalPoly subcontracted with Chemonics International to source, purchase and deliver these commodities to UNISWA and SCOT. The list of the commodities and the amount delivered to each institution is attached as Annex H. The evaluation team has seen some but not all of those commodities at SCOT and UNISWA. According to documents reviewed and the interview data there were considerable delays in the acquisition, delivery and operationalization of equipments. In the case of SCOT there were deliveries of inappropriate hardware, missing and/or undelivered items that resulted in further delays in the use and operationalization of the equipments. The interview with faculty also indicated that the make and the construction of equipments delivered did not allow for local servicing. The evaluation team was shown some of the computers that were out of order. An inventory system for tracking commodities provided by the linkage is in the process of being developed and will be implemented by both UNISWA and SCOT.

The Memorandum of Understanding between CalPoly/UNISWA and CalPoly/SCOT provided for technical assistance from CalPoly. The technical assistance provided to UNISWA is summarized in Table 1 below. Of the total 15.5 person-months of technical assistance budgeted about 11.5 person-months have been delivered to date.

Table 1. Summary of Technical Assistance Provided to UNISWA

Technical Assistance	Budgeted Person-Months	Completed Person-Months
1. Faculty Computerization Training	1	1
2. Instructional Methods Strengthening	2	2
3. Curriculum Analysis	2	1.75
4. Instructional Materials Development	3	2.5
5. Computerization of Curriculum	2	.75
6. Case Development and Research	2.5	2.5
7. Accounting Curriculum Consultation	1	1
8. Outreach Management	2	0
Total Technical Assistance	15.5	11.5

The technical assistance provided to SCOT is summarized in Table 2 below. Of the total of 21 person-months budgeted about 13.5 person-months of technical assistance have been provided. Negotiation is underway between CalPoly and SCOT to reallocate funds equivalent to the 3 remaining person-months of accounting consultation to curriculum design and instructional materials for the purchase of more computer equipment.

Table 2. Summary of Technical Assistance Provided to SCOT.

Technical Assistance	Budgeted Person-Months	Completed Person-Months
1. Accounting Consultation	6	3
2. Faculty Computerization Training	1	1
3. Instructional Methods Strengthening	4	3
4. Curriculum Design and Instr. Material	8	6
5. Computerization of Curriculum	2	.5
Total Technical Assistance	21	13.5

With regard to the delivery of technical assistance, although the CalPoly visits were cleared by USAID/Swaziland, the interview with the faculty of both UNISWA and SCOT indicated that there were confusions and differences of opinion both on the

content and timing of some of the assistance. Both UNISWA and SCOT indicated that at times there appeared to be lack of seriousness of purpose. Although the Memorandum of Understanding clearly indicated that SCOT will provide housing for the consultants, some consultants had preferences for the town hotels over the guest houses provided by the institution. The use of hotels by CalPoly consultants when institutional accommodation was available, cost the linkage money, reduced host country contribution, and caused friction with SCOT and UNISWA. The interview also indicated that some of the consultant assistance could have been effectively delivered by local institutions.

With regard to US training, our findings are summarized above under faculty development. However, negotiations are underway between CalPoly and UNISWA to reallocate funds for one DBA degree training. CalPoly is recommending that the DBA training be conducted within a two year period by an institution whose business programs are not accredited by the American Assembly of Collegiate Schools of Business (AACSB). The evaluation team finds this unacceptable.

The evaluation team has also received from CalPoly a financial statement that summarized accumulated expenditures through March 31, 1995. This financial statement is attached as Annex I. A further breakdown of the cumulative expenditure into (1) monies paid on vouchers/receipts, (2) outstanding voucher/receipts and (3) amounts obligated but not used was requested from CalPoly and is shown below in Table 3 below.

Table 3. Linkage Expenditures

	Linkage Expenditures	USAID Obligations
Actual Expenditures through December 1994 (Foundation billing to USAID)	\$790,881.88	\$850,000.00
Actual Expenditures January 1 - March 31, 1995 (Foundation billing to USAID)	57,454.79	
Outstanding Vouchers to April 27, 1995		
A. Miscellaneous: temporarily charged by Foundation against International Center, not billed to Agreement, as the Aid obligation of \$850,000 had been almost expended (\$848,338)	8,770.13	
B. Indirect Costs: incurred but not transferred to International Center by Foundation, and not billed to agreement (9/94 to 4/95)	13,157.77	
C. Other Outstanding Vouchers (Consultant expenditure and administrative services)	43,573.27	
Total Expenditures and Outstanding Vouchers to April 27, 1995	122,955.96	
Total Actual Expenditures to April 27, 1995	\$913,837.84	\$850,000
Obligations to June 30, 1995 (temporarily assessed against International Center)	67,464.16	
Total Estimated Expenditure through June 30, 1995	\$981,302.00	

Review of documents reveal that CalPoly's College of Business Administration was prepared to advance \$5,000 for the establishment of a local advance account to serve as seed money for in-country collaborative research and for use by UNISWA Faculty of Commerce to attend regional conferences. The interview with Pro Vice Chancellor of UNISWA, Dr. Glen Magagula indicated that CalPoly was lending this funds to UNISWA and that this was unacceptable to UNISWA. Consequently, this account has not been established. Moreover, an interview with UNISWA's Bursar indicated that the purpose, use and method of disbursement from the account was not clearly communicated to him and therefore was not implemented.

Dissatisfaction with the linkage was expressed by the Pro Vice Chancellor of UNISWA and the Principal of SCOT and the head of the Faculty of Commerce of SCOT. Faculty at both institutions have made comments about how little of the linkage resources are flowing to Swaziland. Both institutions do not anticipate continuing the linkage with CalPoly once the current program is completed.

Analysis/Conclusion

Progress has been made in delivering the commodities outlined in the Memorandum of Understanding. The computers and the related hardware have been installed and are in use after a lot of difficulties and delays. The difficulties experienced with the computer peripherals and overhead projects could have been avoided if prior to their purchase and delivery, consultation had taken place between CalPoly and UNISWA and SCOT particularly with regard to their local serviceability. The "Buy America" requirement of USAID may also have precluded the acquisition of equipment with the correct voltage specification from third country manufacturers. However, many of the American computer, printer and audio-visual equipment manufacturers have branch offices and distribution outlets in Europe that could have supplied equipment with the correct specification. In the longrun the use of transformers for adjusting voltage and cycle requirements is impractical. The staff inadvertently, as has been the case in UNISWA and SCOT, try to use the equipment without remembering to use transformers. The use of local personnel for installing and testing the computer and printer setups and the local provisioning of the related computer training would have been more economical than using CalPoly faculty for this purpose.

As indicated elsewhere, progress has been made in the delivery of in-country short term technical assistance. However, there were problems relating to the timing and contents of some of the training. The evaluation team believes that this could have been avoided (a) had CalPoly faculty consulted each other and shared their experiences and evaluations of the work performed in Swaziland and (b) had CalPoly communicated and obtained the concurrence of UNISWA and SCOT on the contents and the timing of the technical assistance before the consultants arrival to Swaziland.

Analysis of the financial data submitted by CalPoly to USAID indicates that financial reporting has not been on a regular basis. The Cooperative Agreement between CalPoly and USAID/Swaziland did stipulate that CalPoly shall make a monthly reporting of financial transactions. CalPoly was tardy in its monthly financial reporting. Dr. Pedersen, the Director of the International Center at CalPoly, indicated that one cause for CalPoly's failure to comply with the monthly financial reporting was the fact that CalPoly found errors in its reports and needed the time to correct its financial reporting system. In addition, the data summarized in Table 3 above, shows that CalPoly has overrun the USAID approved obligation levels. CalPoly spent more than what was contracted. Dr. Pedersen attributed CalPoly's cost overrun partly to its tardiness to request additional funding from USAID rather than CalPoly's unfamiliarity with the differences between budgets and contractual amounts and with USAID's incremental funding procedures and requirements, and partly due to the need to continue funding the training of the Swazi's already in CalPoly as well as the funding of Dr. Bill Adamson currently teaching at UNISWA.

Recommendations

To minimize the difficulties addressed above with regard to commodity purchase and delivery and short-term technical assistance the evaluation team recommends the following.

Commodity Provision

1. A formula should be developed to relate commodities to specific strategies that were developed for achieving the linkage objectives.
2. All commodities should satisfy local operating environment and be state-of-the-art (i.e., in-country serviceability, voltage, etc.)
3. Sufficient funds should be allocated for the acquisition, installation and servicing of commodities identified above.
4. Service contracts should be obtained locally to minimize hardware downtime.

Technical Assistance

1. All technical assistance must be related to the specific strategies defined for each objective.
2. All technical assistance must be appropriately and mutually scheduled.
3. Contents of technical assistance must be reviewed jointly by the participating institutions prior to their implementations to ensure that the content of the technical assistance is relevant to the strategy being addressed.
4. Technical assistance material must be properly documented and shared with the participating institutions at time of delivery.
5. All adjustments made to technical assistance material during delivery must be documented, incorporated into the original technical assistance material and shared with the participating institutions.
6. Immediately after the delivery of the technical assistance an evaluation of each activity must be conducted and the results including compilation of all materials produced must be documented and communicated to the participating institutions for use in future technical assistance delivery.
7. All Swazi-bound CalPoly faculty must receive formal orientations before departure to Swaziland emphasizing the conditions of the linkage agreement, the cultural, political and operating environment and expectations of the linkage participants and USAID. The Swazi-bound faculty should be provided with all the pertinent

information regarding their mission including experiences and evaluations of prior visits by other faculty.

Management and Reporting of Expenditures

1. Management and reporting of expenditures must be linked to strategies.
2. Expenditures must be reported by relevant components, e.g., travel, supplies, fees, etc.
3. Reporting cycles must be established and concurred with by participating institutions.
4. Financial reports must include amounts budgeted, amounts expended during the reporting period, cumulative expenditures and remaining balance. This will ensure the development and implementation of relevant mid-course adjustments to strategies.
5. Financial reports must be available to all the participating institutions, i.e., *there must be transparency*. For example, detailed financial statements were not provided to UNISWA and SCOT. Both these institutions were provided a single summary page on two occasions since the linkage begun. Transparency requires CalPoly to identify and communicate all the activities funded, with the amount of funding, to all linkage participants. In addition, CalPoly should identify all planned expenditures with clear statement of purpose and communicate the information to all linkage participants before those cost are incurred.
6. Commitments and financial expenditures must be reported and reviewed regularly by all parties concerned to ensure that contractual amounts are not exceeded.
7. All parties to the linkage must be made familiar with (a) USAID contracting procedure and requirements; (b) the differences between budgets and contracted amounts; and (c) with the concept of USAID's incremental funding.

V. Putting it All Together

Although it was not a clearly and mutually articulated university linkage program, there have been positive progress in several areas including the following.

- As discussed above, CalPoly has provided, to both UNISWA and SCOT, commodities (i.e., computers and related hardware and software, audiovisual equipment, reference books and textbooks) and technical assistance that centered on computer training, curriculum development and computerization of curriculum, introduction to new

methods of teaching (i.e., student-centered learning and competency-based teaching) and faculty substitution (i.e. Dr. Bill Adamson has joined the UNISWA's Faculty of Commerce for a year ending in June 1995).

- Both UNISWA and SCOT have made progress toward the efficient utilization of the technical assistance offered through the linkage. For example, UNISWA's Faculty of Commerce has established an Executive Advisory Council, consisting of private sector and government people who are now working with the faculty toward the goal of improving the quality and the relevancy of the curricula. UNISWA has also utilized the CalPoly's technical assistance effectively in shaping its marketing curriculum. Dr. Adamson's coming to UNISWA has had a very beneficial and motivational impact on the faculty and students teaching and learning skills. The faculty has applied some of the principles of student-center learning in their classrooms. SCOT has also utilized the CalPoly technical assistance effectively in structuring its level III AAT certification curricula. The linkage has enabled SCOT to obtain certification from an external accreditation body to serve as a center for the AAT certification program. SCOT has also used the technical assistance in developing a curriculum for micro- and small enterprises, which SCOT will start offering starting with the next academic year. SCOT, with the assistance of CalPoly, has formed a Marketing Committee which is tasked with "marketing SCOT to business and government communities".
- CalPoly has also benefitted from the linkage. First it used the linkage for internationalizing its curriculum which helped it to obtain accreditation for its business school. It obtained accreditation for its business school from AACSB on April 10, 1995. Second, the faculty that participated in the linkage have published and presented marketing simulations and case studies based on the Swaziland situation. Third, the faculty that participated in the linkage have used the linkage for researching and rethinking about effective teaching methods.

At the same time, there have been significant problems that have hampered further progress. Several managerial, cross-cultural, public relations and communication problems have limited progress significantly. Among some of the problems are:

- Absence of an effective management and communication system from CalPoly. CalPoly does not exhibit an effective management and communication system. There are no formalized communication among the linkage faculty nor with UNISWA and SCOT concerning the timing, content and the level of the technical assistance. Expectations of both UNISWA and SCOT were not met.
- Absence of regular reporting of activities and expenditures. The cooperative Agreement with USAID/Swaziland required CalPoly to provide semiannual progress reports and monthly financial reports. CalPoly's failure to make a regular reporting of activities and the related financial expenditures to USAID/Swaziland has raised concern about the continued funding of the linkage. CalPoly seems not to have understood the principle differences between budgets and contractual amounts and the concept of incremental funding. It should have taken measures, with ample lead time,

to request for additional funding and to limit its spending to the amount obligated by USAID/Swaziland.

- Failure to define the mutuality of interest among linkage participants. Both UNISWA and SCOT had failed to adequately identify, articulate and communicate their specific needs throughout the linkage. Likewise, CalPoly had not specified what it was seeking from the linkage. The mutuality of interests were never defined. This resulted in false expectation.
- Absence of a thorough and systematic needs assessment by linkage participants. None of the documents reviewed by the evaluation team discussed the Swazi economy and business environment nor its growth prospects. There has been no specific assessment and documentation of the human resource requirement of the Swazi economy to link it to the curricula offered by UNISWA and SCOT. Consequently, not all of the technical assistance provided by CalPoly was effective and well planned. It was not based on a thorough needs analysis and comprehensive strategy for long-term curriculum development.
- Perceived Swazi's inability to determine and control "How Grant Monies are Spent". Both UNISWA and SCOT have exhibited a strong degree of dissatisfaction with the linkage. They argued that most of the money was spent on CalPoly's consultants and very little of the linkage resources have flown to benefit Swaziland. These comments emanate partly from failures to appreciate the value of technical assistance and partly from the suspicion that CalPoly faculty were spending considerable time on surveys and studies which SCOT nor UNISWA were not really aware of nor sanctioned. This could have been remedied by linking all technical assistance to the specific needs identified by the Swazi institutions and by openly discussing the benefits of each technical assistance to Swaziland prior to its delivery and clearing all surveys and studies with the local institutions before they are implemented.
- UNISWA and SCOT have also failed to adequately institutionalize curricular methods and policies to fully utilize linkage assistance. For example, although the new teaching and learning techniques were judged to be far superior than traditional methods, both UNISWA and SCOT have not made minimal attempts to institutionalize the new teaching and learning techniques by abolishing the traditional testing and certification systems and by establishing new incentive and salary schemes that reward conversion to the new systems.

Recommendations

The evaluation team recommends the following actions be taken immediately in order to effectively utilize the remaining resources and time by the linkage participants.

- All new linkage activities be frozen including planned visits by CalPoly consultants. USAID/Swaziland should request CalPoly to freeze all linkage activities except for

the completion of studies by the Swazi students currently enrolled in CalPoly until a new understanding is reached among CalPoly, UNISWA and SCOT.

- CalPoly, UNISWA and SCOT should revise the Memorandum of Understanding to utilize remaining USAID funds effectively in the remaining time for the benefit of SCOT and UNISWA, and clearly define the roles and responsibilities of all three institutions. At this juncture, CalPoly, UNISWA and SCOT should renegotiate the linkage as equal partners.
- USAID/Swaziland should arbitrate and facilitate the negotiations among CalPoly, UNISWA and SCOT.
- CalPoly should establish an open system of communication among the CalPoly faculty and with UNISWA, SCOT and USAID. CalPoly should ensure that the timing, purpose and content of all technical assistance are communicated to UNISWA and/or SCOT and concurred with in writing by UNISWA and/or SCOT before the technical teams' arrival in Swaziland.
- CalPoly must take effort to better understand and to comply with the terms of their contractual agreement with USAID. CalPoly has already been provided with obligatory procedures and requirements by the USAID/ Regional Contract Officer (RCO).

ANNEXES

ANNEX A

STATEMENT OF WORK

BACKGROUND

A mid-term evaluation is to be conducted on USAID/Swaziland's Cooperative Agreement with California State Polytechnic University/Pomona (CalPoly) #645-0231-A-00-1054 in its support of the University of Swaziland (UNISWA)'s Faculty of Commerce, and the Swaziland College of Technology (SCOT). The Agreement covers the period of September 23, 1991 to September 1, 1996.

Phase I of the Agreement, which was completed in February 1992, provided for the joint development of memoranda of understanding and detailed terms of reference for a long-term institutional linkage by SCOT and UNISWA with CalPoly. The present implementation Phase II is based upon these MOUs and Amendment 2 of the Agreement (April 1992).

CalPoly's responsibilities are summarized below (see Agreement and linkage documentation for details):

For UNISWA's Faculty of Commerce, CalPoly shall provide long-term training for Master's degrees and the attainment of professional qualifications, and short-term in-country training provided by CalPoly faculty. Calpoly will provide in-country technical assistance to UNISWA faculty in curriculum development and teaching skills. Areas of assistance include computer applications, marketing, accounting, business management, case development, private sector outreach, and research design. CalPoly's assistance will include linking UNISWA to the real world of business by providing research grants, funding conferences, and establishing alumni tracking system. Through the Agreement CalPoly will procure computer and other equipment for UNISWA to increase its capacity to teach and to conduct research. For SCOT's Department of Commerce and Hotel Catering, CalPoly shall provide long-term training at the Bachelor's and Associate degree level, and short-term training in-country. Visiting CalPoly faculty will consult with and assist in the design, development and teaching of customized courses to enable SCOT faculty to improve their teaching and

curriculum development skills for the Associates of Accounting Technician's (AAT) course. CalPoly will assist in the areas of computer applications, instructional methods, upgrading AAT courses and adding Level III, and accounting. CalPoly will also procure various computer and other equipment to enhance instructional capacities.

In January 1994 UNISWA and SCOT administrators traveled separately to the CalPoly campus to conduct a midterm internal assessment of the linkages to-date. From this adjustments were made in the MOUs, and in the content and schedule of various linkage activities.

The project evaluation team will conduct a midterm evaluation of the Agreement and its impact on UNISWA and SCOT as well as make recommendations for the future. This is an unscheduled evaluation, and is a result of USAID/Swaziland's interest in obtaining critical information of the Agreement at this time. In addition, as no external final Agreement evaluation is presently planned, this evaluation may necessarily serve as the only external program evaluation. This would supplement the final internal assessment planned for 1996 when CalPoly administrators will travel to Swaziland to meet with UNISWA and SCOT administrators.

ARTICLE I - TITLE

California State Polytechnic University/Pomona (CalPoly)
645-0231-A-00-1054 Cooperative Agreement:
Midterm Evaluation

ARTICLE II - OBJECTIVE

The contractor will provide a two person team with the necessary technical backgrounds (see ARTICLE III) to evaluate the current status of the Agreement and its impact on SCOT and UNISWA since its commencement in December 1991, in relation to its stated goal, purpose and outputs. The contractor will also make recommendations for any modifications to the Agreement.

The contractor will evaluate progress based upon objectives against project documentation. In addition, the contractor will consider the following issues:

- Are relevant USAID Assessment of Program Impact (API) indicators being adequately tracked, and is solid information from the linkage activities being obtained?
- What is the status of the local currency account that UNISWA and Cal Poly is establishing?
- What is the status of CalPoly's monitoring and reporting, including financial and technical? Are reports to USAID, SCOT, and UNISWA timely and complete?
- Are resources being effectively utilized? Are they being used in accordance with the project Agreement and Memoranda of Understanding? Are SCOT and UNISWA carrying out their full responsibilities, e.g housing at SCOT and UNISWA for CalPoly consultants? Is CalPoly adequately managing Agreement funds?
- Is the intended focus of each linkage being maintained?
- Is there an indication at this stage that CalPoly linkages with SCOT and UNISWA will continue after USAID support ends?
- What is the status of Participant Training, In-country Training and Faculty Assistance, In-country Collaborative Research, and Commodity Acquisition and Maintenance?
- What is the impact of institutional development assistance provided by CalPoly to SCOT and UNISWA vis-a-vis what could have been provided through other modes of donor assistance? Is U.S.-based training and curriculum improvements provided by CalPoly relevant to Swazi and Southern African business practices and for graduating students taking jobs in the private sector?
- Can new or modified linkage activities be recommended based upon lessons learned and because of changing business conditions in the region?

ARTICLE III - STATEMENT OF WORK / COMPOSITION OF TEAM

The team composition and SOW will be:

A. Business Curriculum Development Specialist/Team Leader (BCDS/TL):

1. This specialist will review Agreement and linkage documents and determine progress being made against goal and purposes of SCOT and UNISWA separately. His/her assignment will be both on the CalPoly campus (Pomona, California) and in Swaziland.
2. He/she will visit CalPoly to meet with appropriate administrators, College of Business Administration faculty, and UNISWA students in degree training at CalPoly under the linkage.
3. He/she will next travel to Swaziland to meet coordinate in-country evaluation with the PSBS. The specialist will meet with all individuals relevant to the evaluation, including personnel at USAID, SCOT, UNISWA, the Ministry of Education, and others in the private and public sector.
4. He/she will review the Agreement budget to determine how funds have been expended and how expenditures are budgeted for the remainder of the Agreement.
5. The specialist will inspect the commodities purchased with linkage funds, and determine report on their status and impact on the institutions.
6. The Team BCDS/TL will direct the activities of the PSBS and be responsible for preparation of reports, while maintaining liaison with the USAID Project Manager. He/she will report on progress and problems, and make recommendations for any modifications to the Agreement.

QUALIFICATIONS: The specialist must have a strong background in business education applicable to the situation at UNISWA and SCOT. He/she must be knowledgeable of appropriate AID methods and procedures. He/she must be able to quickly assess the objectives of the evaluation and Agreement, and able to complete the assignment in the time allotted.

B. Private Sector Business Specialist (PSBS):

1. The PSBS will assist the BCDS/TL to review Agreement and linkage documents and determine progress being made against goal and purposes of SCOT and UNISWA separately. His/her assignment will be solely in Swaziland.
2. He/she will take primarily responsibility for assessing the impact of the CalPoly linkages with SCOT and UNISWA on students and the Swazi business sector. To this end, the PSBS will interview students at UNISWA, graduates, local businesspersons, and others in the private and public sector.
3. The PSBS will assist with other aspects of the Agreement and linkages as identified by the Team Leader, e.g. Review of budgets, interviewing UNISWA faculty and CalPoly faculty who may be in Swaziland during the evaluation, review of commodity procurement, as well as in preparation of reports.

QUALIFICATIONS: The specialist must have a good understanding of the business sector in Swaziland and in the Southern African region. It is preferred that he/she also have experience working for or with a faculty of commerce or business at a regional tertiary institution. He/she must be able to quickly assess the objectives of the evaluation and Agreement, and able to complete the assignment in the time allotted.

ARTICLE IV - REPORTS

The Team Leader will be responsible for consolidating contributions and preparing the final report. The report will be an evaluation of the Agreement's status to-date and contain recommendations to be considered by the Mission for any modifications to the Agreement. A draft of the report will be given to USAID for review one week prior to the end of their contract. The final report will be due to USAID the last day contract, i.e. before the consultants leave Swaziland.

ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES

The Team Leader will coordinate work through the USAID/Swaziland Project and General Development Officer (PGDO) and the USAID Project Manager.

ARTICLE VI - TERMS AND PERFORMANCE

Work will commence in Pomona, California at CalPoly on or about March 15, 1994 where the Team Leader will spend approximately 5 days. Both consultants will then travel to Swaziland for approximately 10 working days. The expected end of the assignment will be on or about April 15, 1994.

ARTICLE VII - WORK DAYS ORDERED

- Business Curric. Develop. Specialist/Team Leader: 20 days.
- Private Sector Business Specialist: 14 days

ANNEX B. Evaluation Team's Work Schedule

Date	Time	Purpose
April 11, 1995	9:00 AM - 4:30 PM	The team reviewed the Scope of Work, identified tasks and laid out a preliminary work plan.
April 12-14, 1995	All day	Dr. Harold Lucius visited CalPoly and met the faculty connected with the Swaziland university linkage project both in groups and in private.
April 18, 1995	9:00 AM - 11:00 AM	The evaluation team met with USAID staff to clarify the scope of work and determine expectation and to obtain assistance on how to get to UNISWA and SCOT and who to met with per arrangements made by Dr. Steve Goertz of USAID.
	11:30 AM - 01:30 PM	The evaluation team met with SCOT's Principle and Assist. Principle.
	02:00 PM - 05:00 PM	The evaluation team met with Prof. Khan Dean of the Faculty of Commerce at UNISWA and discussed how beneficial the university linkage has been from his point of view.
April 19, 1995	All day	Since it was a holiday in Swaziland, the team regrouped and organized the information collected so far into meaningful category on the basis the logframe it developed. It also used the time for reviewing documents collected from CalPoly and USAID/Swaziland.
April 20, 1995	09:30 AM - 04:30 PM	Evaluation team visited UNISWA to meet and interview individual faculty members.
April 21, 1995	10:00 AM - 12:30 PM	Evaluation team met and interview Dr. Leonard Leukhele, the former Principal of SCOT.
April 22, 1995	All day	Evaluation team continue review of documents.
April 24, 1995	10:00 AM - 12:00 PM	Evaluation team meet with USAID management to discuss the status of its evaluation work.
	01:30 PM - 04:30 PM	Evaluation team met with selected UNISWA Faculty of Commerce students; the team also visited the University Library to evaluate the textbooks and reference material shipped by CalPoly
April 25, 1995	All day	Evaluation team continued preparing draft evaluation report.
April 26, 1995	All day	Evaluation team conducted follow-on interviews with selected business leaders and the Pro Vice Chancellor of UNISWA.
April 27, 1995	All day	Evaluation team meets with selected students from SCOT and following that completes drafting of evaluation report and deliver advance copy to USAID management..
April 28, 1995	All day	Evaluation team prepares draft report and debriefs USAID/Swaziland, and meets with the US Ambassador and leave behind completed draft evaluation report.

ANNEX C. List of Individuals and Institutions Interviewed

CalPoly, Pomona

Faculty & Staff

- . Dr. Richard Pedersen, Director, International Center
- . Ms. Saeeda Wali Mohammed, International Center
- . Dr. Shiori Sakamoto, Linkage Coordinator
- . Dr. Lynne Turner, Assoc. Dean, College of Business
- . Daniel J. Hempel, Chief Fin. Officer, CalPoly Pomona, Foundation, Inc
- . Susan Nichols, Acct/Grants Supervisor, CalPoly Pomona, Foundations, Inc.
- . Dr. Robert Schaffer, Professor of Marketing
- . Dr. Robert Hurt, Assoc. Professor of Accounting
- . Dr. Gail Waters, Assoc. Professor of Management and Human Resources
- . Dr. Ralph Miller, Professor & Chair, Operations Management
- . Dr. Patricia Hopkins, Professor of Marketing
- . Mr. Jesse Umphenour, Chief Computer Technician

Students

- . Ms. Nomsa Mndzebele, MBA student, SCOT
- . Nonhlanhla Dlamini, BS (Pers. Mgt.), SCOT
- . Maxwell Ntentensa, CMA student, UNISWA

SCOT

Faculty & Staff

- . Mr. D. P. Simelane
- . Mr. K. Obeng-Manu
- . Mr. L. B. Leukhele
- . Mr. W. S. A. Shongwe
- . Ms. V. Nhlabatsi
- . Mrs. F. Dlamini

Students

- . Purity Mavuso
- . Dineo Nkwanyana
- . Nicholas Sukati
- . Linda Zwane
- . Robert Khumalo

UNISWA

Faculty & Staff

- . Dr. M. A. Khan, Dean, Faculty of Commerce
- . Dr. B. Adamson. Professor of Accounting
- . Mr. C. A. Kyara, Accounting
- . Ms. D. Nkambule, Marketing
- . Mr. H. Dlamini, Management
- . Ms. Makana Mavuso, University Librarian

- . Dr. Glen Magagula, Pro Vice Chancellor
- . Mr. E. N. Zwane, Bursar

Students

- . Phepsiwe Mveli
- . Sithembiso Dlamini
- . Lindani Mabuza
- . Thembusili Dlamini
- . Sibonisiwe Mabuza
- . Thubini Ernes Dlamini
- . Sibusiso Nxumalo
- . Sipho Derek Thomo
- . Senani G. Gama

Business Leaders

- . Paul Lewis, Coopers & Lybrand
- . Gary Gill, KPMG
- . Gene Peuse, COP/STRIDE

USAID Personnel:

- . Jack Royer, Acting Director
- . Don Foster-Gross, A/PGDO Chief
- . Steve Goertz, Project Manager
- . Jamie Raile, Project Manager
- . Grace Musuku, Training Officer
- . Alistair Cooke, Acting Controller

ANNEX D. Documents Reviewed

1. Cooperative Agreement No. 645-0231-A-00-1054-00, 16 September, 1991
2. Cooperative Agreement No. 645-0231-A-00-1054-00 Revised 28 April, 1992
3. Memorandum of Understanding Between CalPoly and SCOT dated 13 February, 1992
4. Revision to SCOT/CalPoly Memorandum of Understanding, 9 March, 1994
5. Memorandum of Understanding Between CalPoly and UNISWA dated 13 February, 1992
6. Revision to SCOT/CalPoly Memorandum of Understanding, 10 January, 1994
7. CalPoly Reports - CalPoly/UNISWA/SCOT Linkage Progress Report to 30 June, 1993
8. CalPoly Reports - CalPoly/UNISWA/SCOT Linkage Progress Report 1 July, 1993 to 31 December 1993
9. CalPoly Reports - UNISWA Assessment, 12 January, 1994 submitted by Dr. Richard F. Pedersen, CalPoly
10. CalPoly Report - Swaziland Linkage Report 1 July, 1994 to 31 December, 1994
11. CalPoly Report - Financial Report February 1-28, 1995
12. CalPoly Report - Financial Report March 1-31, 1995
13. Consultant Report - Final Report 16 March 1995 submitted by Dr. Bob Hurt, CalPoly
14. Consultant Report - Assessment of Experiences at the University of Swaziland, 30 June, 1993 submitted by Ms. Georgia Williams Bowser, UNISWA
15. Consultant Report - Research Methods Seminar Series, October/November, 1993 submitted by Dr. R. H. Miller, CalPoly
16. Consultant Report - Swaziland Assignment, 10 April, 1995 submitted by Dr. Pat Hopkins, CalPoly
17. Consultant Report - Report on Activities at UNISWA, 18 November, 1994 submitted by Dr. R. W. Schaffer, CalPoly
18. Consultant Report - Activities for SCOT while in Swaziland, 11 April, 1995 submitted by Dr. G. Waters, CalPoly
19. Consultant Report - Modules for Course in Self Employment and Small Business Management, January-February 1995, prepared by Dr. G. Waters, CalPoly for SCOT
20. Consultant Report - Business Plan Template for Startup, January-February, 1995 prepared by Dr. G. Waters, CalPoly for SCOT
21. Consultant Proposal for Work at UNISWA/SCOT, June-July 1992 submitted by Dr. C. L. Jones
22. Consultant Report - The Swaziland Milling Division of Swazi Investment Corporation (Pty) Ltd - Case Study, July 31 - September 6, 1993. Prepared by Dr. S. Sakamoto, CalPoly
23. Consultant Report - Case Development & Research, July 31 - September 6, 1993, prepared by Dr. S. Sakamoto
24. Consultant Report - Women In Development Monographs, 12 May, 1992. Prepared by Dr. C. L. Jones, CalPoly
25. List of the Executive Advisory Council of UNISWA's Faculty of Commerce, UNISWA
26. Internship Programs Questionnaire to Employers prepared by UNISWA-Faculty of Commerce
27. Internship Program Brochure prepared by UNISWA-Faculty of Commerce

28. Consultant Report - Internship/Practicum for SCOT. October 6, 1994. Prepared by Dr. P.M. Hopkins
29. Correspondence between CalPoly and USAID, Local Advance Account for In-Country Collaborative Programs, January 27, 1994, by Dr. R. F. Pedersen, CalPoly
30. Correspondence between CalPoly and USAID, E-Mail Swazi Issues, February 23, 1995 from Dr. R. F. Pedersen to Dr. Steve Geortz
31. Correspondence between CalPoly and USAID, From Dr. Steve Geortz , USAID to Dr. R. F. Pedersen, CalPoly, 30 April, 1993 - several questions and concerns about technical assistance to Swaziland
32. Correspondence between USAID and CalPoly, from Dr. Steve Geortz, USAID to ms. Sue Nichols, CalPoly Foundation, re: Request for Incremental Funding, 6 February, 1995
33. Consultant Proposals - Possible Future Activities for UNISWA/SCOT, prepared by Dr. S. Sakamoto, CalPoly
34. Correspondence between CalPoly and SCOT, from Mr. L. Leukhele, SCOT to Dr. R. F. Pedersen, CalPoly, 14 April, 1993 re: several issues and concerns.
35. USAID/Swaziland 1994 API Summary Report
36. Memorandum from Ms. Emily Wallace, re: Report for FSN Training Project 1995 to Members of FSN Training Committee and USAID Director, 7 April, 1995
37. University of Swaziland, Calender Year 1994-95 Catalogue
38. University of Swaziland, Faculty of Commerce Handbook, 1993-94
39. Correspondence between CalPoly and United States International University (USIS), re: DBA training program for Mr. M. J. M. Ndabandaba, 16 August 1994 and 16 September 1994
40. Correspondence between USAID and Management Systems International, from Steve Geortz, USAID to Dan Seyler, MSI, 6 April 1995, re: Summary of Activities with regard to CalPoly Cooperative Agreement w/ UNISWA and SCOT
41. Consultant Report, Prepared by Dr. P. M. Hopkins, CalPoly submitted to Mr. L. B. Leukhele, SCOT, 24 October, 1994
42. Consultant Report covering June - September 1994, Prepared by Dr. V. R. Stauble, CalPoly, submitted to CalPoly
43. Consultant Report - Modules of Competency-based Education prepared by Dr. Bill Adamson, CalPoly
44. Consultant report - A Competency-Based Approach to the Education and Training of Accounting Technicians in the Kingdom of Swaziland by Dr. Bill Adamson, CalPoly, 1994
45. Consultant Report - A Comprehensive Model for Accounting Education at the University of Swaziland, by Dr. Bill Adamson, July 1992.
46. Correspondence between CalPoly and USAID, from Ms. Saeeda Wali Mohammed, CalPoly to Dr. Steve Geortz, USAID/Swaziland, re: Shipment of Books to Swaziland, 3 June 1994
47. List of Books Received from CalPoly by UNISWA as reported by UNISWA Librarian
48. Consultant Report - Basic Accounting for Your Small Business, January 1995, prepared for SCOT by Dr. Bob Hurt, CalPoly
49. Consultant Report - Basic Accounting for Your Small Business, Instructor's Solutions for Homework Exercises, January 1995, prepared for SCOT by Dr. Bob Hurt, CalPoly

50. Consultant Report - Sage Sterling Financial Controller Comprehensive Problem No. 1, February 1995, prepared for SCOT by Dr. Bob Hurt, CalPoly
51. Consultant Report - Introduction to Sage Sterling Financial Controller, February 1995, prepared for SCOT by Dr. Bob Hurt, CalPoly
52. Consultant Report - Applying Marketing Principles: Software for Learning about marketing Strategy, Release 2.2, prepared for UNISWA by Dr. Bob Schaffer, CalPoly
53. Correspondence from Dr. S. Sakamoto, CalPoly to Dr. Steve Geortz, USAID/Swaziland, re: Update to Link Activities Proposed for 1993-94, 27 October, 1993
54. Course Outline for Business Studies I, 18 October, 1994, prepared by Ms. F. Dlamini, SCOT with the assistance of Dr. Bob Hurt, CalPoly.

JP

ANNEX E

UNIVERSITY OF SWAZILAND

FACULTY OF COMMERCE

1994 ENTERPRIZE PROGRAMME

SUMMARY OF
EMPLOYERS ASSESSMENT REPORTS

PREPARED BY
PROF. M. A. SEAN

44

SUMMARY OF EMPLOYERS' ASSESSMENT REPORTS

TABLE I
INTERNEES' KNOWLEDGE OF WORK

	Number	%
Outstanding	0	0
Good	12	46
Above average	8	31
Satisfactory	6	23
Poor	0	0
Total	26	100

TABLE II
INTEREST IN THE JOB

	Number	%
Outstanding	5	19
Good	10	39
Above average	5	19
Satisfactory	5	19
Poor	1	4
Total	26	100

TABLE III
SENSE OF RESPONSIBILITY IN DOING JOB

	Number	%
Always seeking and accepting	4	15
Very willing to accept	12	46
Accepts as assigned	10	39
Limiting with reservation	0	0
Avoids	0	0
Total	26	100

TABLE IV
RELATIONSHIPS WITH COLLEAGUES

	Number	%
Exceptionally well-liked and respected	4	15
Well-liked and respected	11	43
Above average	5	19
Satisfactory	6	23
Poor	0	0
Total	26	100

TABLE V
ABILITY TO GET TO THE ROOT OF THE PROBLEMS

	Number	%
Takes immediate strong and positive action	2	7
Attentive	7	27
Above average	12	47
Some reservations	5	19
Poor	0	0
Total	26	100

TABLE VI
ABILITY TO THINK CLEARLY AND DRAW SOUND CONCLUSIONS

	Number	%
Consistently sound and sensible	6	23
Nearly sound and sensible	4	15
Reasonable	14	54
Erratic	1	4
Unreliable	1	4
Total	26	100

TABLE VII
O U T P U T

	Number	%
Outstanding	2	8
Good	15	58
Above average	6	23
Satisfactory	3	11
Poor	0	0
Total	26	100

TABLE VIII
QUALITY OF WORK

	Number	%
Outstanding	0	0
Good	17	65
Above average	6	23
Satisfactory	3	12
Poor	0	0
Total	26	100

TABLE IX
COMMUNICATION IN WRITING

	Number	%
Outstanding	0	0
Good	9	34
Above average	6	23
Satisfactory	8	31
Ineffective	0	0
Not applicable	3	12
Total	26	100

TABLE X
ORAL COMMUNICATION

	Number	%
Outstanding	0	0
Good	18	69
Above average	1	4
Satisfactory	5	19
Ineffective	2	8
Total	26	100

TABLE XI
ORGANIZATION OF ASSIGNMENTS

	Number	%
Outstanding	1	4
Good	10	38
Above average	5	19
Satisfactory	7	27
Poor	1	4
Not Applicable	2	8
Total	26	100

TABLE XII
OVERALL GRADING FOR QUALITIES AND PERFORMANCE

	Number	%
Exceptional in all areas	0	0
Very capable	16	62
Acceptable	7	26
Performs moderately well	3	12
Definitely unacceptable	0	0
Total	26	100

TABLE XIII
WILLINGNESS TO CONSIDER INTERNEES FOR EMPLOYMENT

	Number	%
Definitely Yes	14	54
Will not mind	9	34
I will think twice	1	4
Definitely unacceptable	2	8
Total	26	100

ANNEX F

University of Swaziland

Tel.: Matsapa 84747, 84545,
85108
Tlx.: 2087 WD
Fax.: 85276
Tlgrm.: UNISWA



Kwaluseni Campus
P\Bag Kwaluseni
Swaziland
Southern Africa

February 13, 1995

Dear Employer:

RE: Internship training for B.Com. Year 4 students
(Accounting/ Marketing/Management)

On behalf of the Internship Committee of the Executive Advisory Council, I have the pleasure to introduce the internship training programme of the Faculty of Commerce to the prospective employers. Through this plan students are required to participate in "on-the-job training" in the business community during their long vacation. This year the training will begin on June 1 and ends on 31 July, 1995.

A total of 64 B. Com. Year 4 students are available for training. The break-up of the students according to the area of specialization is as follows:

B.Com. Accounting 46
B.Com. Marketing 16
B.Com. Management 2

We would very much like you to consider one or more students for an internship experience at your firm from 1st. June to 31st. July, 1995.

Attached is a brochure entitled "Internship Programme", which describes goals, remuneration, the expected responsibilities of the employer, the student and the University. The Internship Committee has recommended a minimum remuneration of E 600 per month to be paid to the internee. If you decided to provide job to these students, the attached form is to be completed and returned to me as soon as possible. Please be assured that we will properly advise our students before they begin employment at your firm.

I look forward to your joining us in making the business programme at UNISWA relevant to your needs.

Yours sincerely,

(PROFESSOR M. A. KHAN)
DEAN
Faculty of Commerce

ANNEX G

SWAZILAND COLLEGE OF TECHNOLOGY

MEMORANDUM

October 17, 1994

To: Mr. D. P. Simelane
From: Patricia Hopkins *Patricia Hopkins*

CC: K. Obeng-Manu ✓

Subject: Progress Report

This is the beginning of my fourth week at Swaziland College of Technology working with your faculty. I thought that it would be beneficial to bring you up to date on the activities that have been accomplished and also those that are in progress.

1. Secretarial Curriculum - a number of meetings have been held with Ms. Virginia Nhlabatsi and her faculty. Together we have agreed on a tentative curriculum which emphasizes additional studies in the area of information processing and communications. You will recall that these were the areas that the employers felt needed improvement. At present the faculty are working on course outlines and I hope to meet with them this week to finalize these outlines.

2. Marketing Development - I held a workshop for the Marketing Committee and have met with the chair Mr. Hebron Sukati often. We have reviewed the basics of marketing and I have given them a list of possible tactics to be pursued. A synopsis of the development plan was prepared and I have developed a brief paper on the importance of marketing to an institution of higher learning. (This is attached for your use.) The importance of this effort to SCOT has been recognized by everyone on the Committee. It is hoped that resources both in the form of time and money can be found to invest in this activity. The Committee is currently working on the updating of the prospectus for the coming year. I am currently working on the development of some questionnaires which can be used by the Marketing Committee.

3. Internship - I have developed a course outline for the internship activity. In addition, a write up of the course complete with the appropriate forms for monitoring performance has been completed. Contacts with employers can be made by students, faculty or staff and may hinge on the implementation of the Development Plan and marketing activities.

Please let me know if there are other areas in which I can assist SCOT during the last two weeks of my stay. Thank you.

51

Colleges and their Principals - Objectives

A college must view the student as a consumer of the educational services offered by the college and therefore must insure that all segments of the college community not only offer quality educational service but that they also describe what they are doing in terms that are easily understood by both prospective and enrolled students. The following are ways in which the college can fulfil this aspect of the educational role:

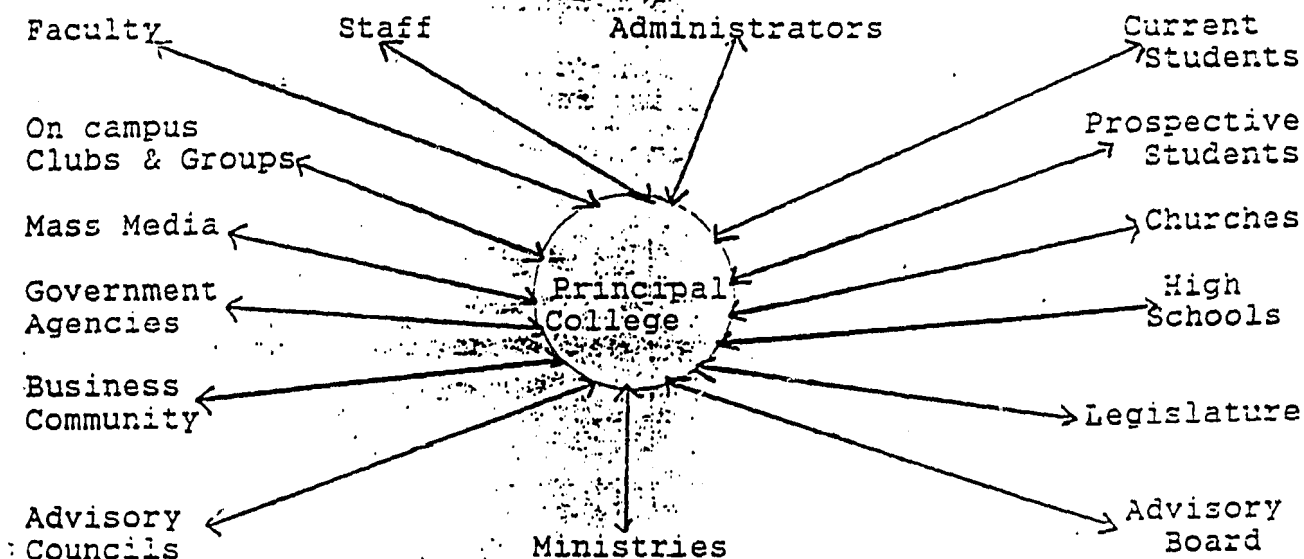
The College's public information program should be reviewed regularly to assure that the total picture presented to the public is accurate, useful and in the best interest of the student.

The college must keep abreast of the implication so new rules and regulations issued by government agencies. Although this will often mean that information must be interpreted by someone other than the principal, it is he who must ultimately "internalize" the regulations.

The Principal should establish a communications network on campus in order that professional publications, interpretative reports prepared by on-campus offices such as the office of research and other pertinent information are readily available for use.

Finally, the Principal must be sensitive to and sensitize faculty, administrators, students, and the public in general to changing trends which affect the student as a consumer of the educational process.

Publics with which the Principal and the College must manage exchanges



Management of exchanges between the college and its diverse publics by definition places the Principal and his management team as "marketeers in the middle." To complicate the role relationships among and between the various groups are conflicting. A circumstance which is viewed positively by one public may be viewed negatively by another. For example, a reduction in expenditures may be applauded by government but decried by faculty who do not receive sufficient salary increments. Likewise, an increase in enrollment may be encouraged by the local community but viewed with alarm by the public agencies required to supply additional fiscal support.

The successful implementation of a marketing program requires strong commitment from the principal, the allocation of additional resources and the full support of the management team.

Colleges successful performance in the coming decade will depend on an emphasis on quality, institutional flexibility and a margin on excellence. A new sensitivity to thinking that puts quality before quantity, moderation before excess, better before bigger, will aid the college in planning.

Through Staff development, the principal can set a funding priority on staff self-improvement, renewal, updating and general activities to enhance the individual quality of employees. This quality of personnel is the single most important determinant of program and institutional quality.

Institutional flexibility means the ability to accommodate program numeric and attitudinal change. The college will continue to serve the traditional 18+ market and it moves through the decade of middle age and recognizes adult education, renewal and retraining. Institutional flexibility will be tested by shifts in traditional occupations and the future of traditional leisure patterns. Fads fade and are replaced by new trends. For example, the objective of more tourism for Swaziland.

The margin of excellence on any college campus shall depend on the principals ability to establish funding for those "extras" that constitute excellence.

Community and Junior College Journal, April 1978 - Miscellaneous articles excerpts.

53

ANNEX H

COMMODITY PURCHASES CAL POLY - LTD SWAZILAND GRANT

NOTE: All electrical equipment must be 240 volts., 50Hz, (or with dual capability including 110 and 60) and must serviceable in Swaziland, or Southern Africa. All computer equipment and accessories should be IBM compatible.

	<u>UNISWA</u>	<u>SCOT</u>	<u>TOTAL</u>
1. <u>MICROCOMPUTERS:</u>	12	6	18
12 MICROCOMPUTER 386		6 MICROCOMPUTER 386	
12 386 USERS MANUAL		6 MICROSOFT MS DOS 5.0	
12 MICROSOFT MS DOS-USERS GUIDE		6 USERS MANUAL 386	
12 IDE CARD USERS MANUAL		6 TRIDENT DRIVER & UTILITY DISK	
12 DRIVER & UTILITY DISK		6 COLOR MONITOR SVGA	
12 POWER CORDS		6 POWER CORDS	
12 COMPUTER KEYS		6 OPERATING MANUALS	
12 MS DOS 5.0			
12 COLOR MONITOR SVGA			
12 POWER CORDS			
12 WARRANTY REGISTRATION CARDS			
12 OPERATING MANUALS			
2. <u>PRINTERS:</u>	11	5	16
a) <u>Dot Matrix</u>			
11 PRINTER DOT MATRIX EPSON		5 PRINTER DOT MATRIX EPSON	
11 PRINTER RIBBONS		5 EPSON RIBBON CARTRIDGE	
11 LQ-570 USER MANUALS		5 LQ-570 USERS GUIDE	
11 50 WATT VOLTAGE CONVERTER		5 EPSON REGISTRATION CARDS	
		5 50 WATT VOLTAGE CONVERTER	
2 MAXTALK PRINTER DISK			
1 TEMPOLX SOFTWARE DISK			
1 WINFAX USERS GUIDE			
1 FAX/MODEM USERS GUIDE			
1 MODEM PHONE CABLE			
1 RECHARGEABLE BATTERY PACK			
1 MOUSE			

54

	UNISWA	SOOT	TOTAL
b) <u>Ink-Jet:</u>	1	1	2
1 PRINTER INK JET	1 PRINTER INK JET		
1 POWER MODULE	1 POWER MODULE		
1 SAMPLE PRINT CARTRIDGE	1 SAMPLE PRINT CARTRIDGE		
1 PRINT CARTRIDGE	1 PRINT CARTRIDGE		
1 COLOR PRINT	1 COLOR PRINT CARTRIDGE		
1 DESKJET 500C PRINTER	1 DESKJET 500C PRINTER		
1 DESKJET PRINTER SETUP GUIDELIN	1 DESKJET PRINTER SETUP GUIDELIN		

<u>"More Fonts" Software</u>	1	1	2
1 SOFTWARE FOR HP PRINTER	1 SOFTWARE MORE FONTS		
10 CARTRIDGES BLACK FOR PRINTER			
10 CARTRIDGES COLOR PRINTER			
	10	0	10
	10	0	10

3. <u>NOTEBOOK COMPUTER:</u>	1	0	1
1 NOTEBOOK COMPUTER			
1 LITHIUM BATTERY			
1 QUICK CHARGE			
1 POWER CORD			
1 BLACK VINYL COMPUTER CASE			
1 OWNERS MANUAL			
1 COMPUTER LEAD CABLE			
1 MICROSOFT MS DOS 5.0			
1 MICROSOFT WINDOWS			
2 MAXTALK RELEASE VERSION 1.3			
2 DUAL CONVERTER			
2 DIGITAL LOOP TERT CABLE			
2 ANALOG LOOP TERT CABLE			
2 MACIE LOOP TERT CABLE			
2 MANUALS			

5

	UNISWA	SCOT	TOTAL
4. <u>NOTEBOOK COMPUTER PRINTER:</u>	1	0	1
1 PRINTER CANON BJ-10E BUBBLEJET			
1 PRINTER CARTRIDGE			
1 AC ADAPTER			
1 USERS MANUAL			

5. <u>UPS BATTERY BACKUP SYSTEMS:</u>	12	6	18
12 AMERICAN POWER UPS			
6 AMERICAN POWER UPS			

END

6. <u>HAND-HELD SCANNER:</u>	1	0	1
1 HAND HELD SCANNER			
1 GRAY SCALE SCANNER			
1 FOTOTOUCH 2.1 SOFTWARE			
1 FOTOTOUCH 2.1 SOFTWARE			
1 FOTOTOUCH USERS GUIDE			
1 SCANNERS USERS GUIDES			
1 AC ADAPTER			

7. <u>LCD PROJECTION PANELS:</u>	2	2	4
2 LCD PROJECTION PANEL			
2 STEPDOWN TRANSFORMER			
2 DUAL TRAVEL CONVERTER			
2 DIGITAL LOOP TERU CABLE			
2 ANALOG LOOP TERU CABLE			
2 MACII LOOP TERU CABLE			
2 MANUALS			
2 LCD PROJECTION PANEL			
2 STEPDOWN TRANSFORMER			

8. <u>OVER HEAD PROJECTORS:</u>	4	4	8
4 OVERHEAD PROJECTOR PORTABLE			
4 VINYL CARRYING COVERS			
4 OVERHEAD PROJECTOR PORTABLE			

60

[illegible]

13. <u>BLANK VIDEO TAPES:</u>	25	25	50
Type: VHS, T160			

14. SOFTWARE PACKAGES:

Spreadsheets:

Lotus 1-2-3 V3.1+	1	1	2
Lotus 1-2-3 for Windows	1	1	2

Perfect V.5.1	1	1	2
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Graphics for Presentation:

Lotus Freelance Gr.	1	1	2
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Accounting:

DACEASY ACCOUNTING	1	1	2
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Project Management:

Time Line 5.0	1	1	2
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Statistics:

SPSS PC-Plus Statistics V.4.0	1	1	2
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Presentation Software:

PageMaker 4.0	1	1	2
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Aldus Persuasion V.2.1 (IBM/PC version)	1	1	2
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Hard Disc Management:

PC Tools V.7.1	1	1	2
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Includes:

1 SPSS PC PLUS STATISTICS	1 SPSS PC PLUS STATISTICS
1 STATISTICS 4.0 B1. DISK	1 STATISTICS 4.0 B1/B2 DISK
1 STATISTICS 4.0 B1/B2 DISK	1 STATISTICS 4.0 B3 DISK
1 SPSS/PC & STATISTICS 4.0 MANUA	1 SPSS/PC & STATISTICS 4.0 MANUA

Virus Protection:

Pro Scan	1	1	2
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DOS Enhancer:

Dr Dos 6	1	1	2
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15. <u>TRANSPARENCY FILM:</u>	8	6	14
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ANNEX L

Swaziland Project No. 674-0231

Agreement No. 645-0231-A-00-1054

International Center, Cal Poly Pomona Foundation, Inc., California State Polytechnic University, Pomona
3801 West Temple Avenue, Pomona, CA 91768-4058 U.S.A.

PERIOD OF CONTRACT: September 23, 1991 - September 1, 1996

FINANCIAL REPORT

Sub-Reports by Topic:

PARTICIPANT TRAINING (IN U. S.)

ACTIVITY IN SWAZILAND

ADMINISTRATION & ASSESSMENT

REPORT PERIOD: March 1 - 31, 1995

FINANCIAL REPORT

Swaziland Project No. 674-0231

Agreement No. 645-0231-A-001-1054

International Center, Cal Poly Pomona Foundation, Inc., California State Polytechnic University, Pomona
3801 West Temple Avenue, Pomona, CA 91768-4058 U.S.A.

REPORT PERIOD: MARCH 1 - 31, 1995

PHASE II (PHASE I Included)	A.I.D. (COMPLETE)				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	325.000	3.307	229.730	70.69%	95.270
Fringe Benefits	104.000	337	22.937	22.05%	81.063
Travel & Transportation	435.000	3.253	247.083	56.80%	187.917
Participant Training	195.000	3.788	112.499	57.69%	82.501
Equipment	120.000	0	104.585	87.15%	15.415
Consultants	22.000	0	0	0.00%	22.000
Other Direct Costs	29.000	148	10.970	37.83%	18.030
Indirect Costs	270.000	1.940	133.178	49.33%	136.822
TOTAL	1,500.000	12.772	860.978	57.40%	639.022

PHASE II (PHASE I Included)	U.N.I.S.W.A.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	195.000	1.653	146.596	75.18%	48.404
Fringe Benefits	62.000	169	14.899	24.03%	47.101
Travel & Transportation	300.000	1.137	160.482	53.49%	139.518
Participant Training	125.000	1.065	67.234	53.79%	57.766
Equipment	90.000	0	78.843	87.60%	11.157
Consultants	22.000	0	0	0.00%	22.000
Other Direct Costs	19.000	93	6.604	34.76%	12.396
Indirect Costs	187.000	796	88.543	47.35%	98.457
TOTAL	1,000.000	4.913	563.201	56.32%	436.799

PHASE II (PHASE I Included)	S.C.O.T.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	130.000	1.653	83.134	63.95%	46.866
Fringe Benefits	42.000	169	8.034	19.13%	33.966
Travel & Transportation	135.000	2.116	86.602	64.15%	48.399
Participant Training	70.000	2.723	45.265	64.66%	24.735
Equipment	30.000	0	25.742	85.81%	4.258
Consultants	0	0	0	..	0
Other Direct Costs	10.000	55	4.360	43.66%	5.634
Indirect Costs	93.000	144	4.635	50.00%	38.365
TOTAL	500.000	7.350	217.577	43.51%	282.423

ACTIVITY IN SWAZILAND

Swaziland Project No. 674-0231

Agreement No. 645-0231-A-400-1054

International Center, Cal Poly Pomona Foundation, Inc., California State Polytechnic University, Pomona
3801 West Temple Avenue, Pomona, CA 91768-4058 U.S.A.

REPORT PERIOD: MARCH 1 - 31, 1995

PHASE II (PHASE I Included)	A.I.D. (COMPLETE)				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	200.000	3.307	135.425	67.71%	64.575
Fringe Benefits	64.000	337	17.944	28.04%	46.056
Travel & Transportation	184.000	0	98.118	53.33%	85.882
Participant Training	0	0	0	--	0
Equipment	120.000	0	104.585	87.15%	15.415
Consultants	22.000	0	0	0.00%	22.000
Other Direct Costs	5.000	0	2.420	48.39%	2.581
Indirect Costs	142.000	1.057	62.243	43.83%	79.757
TOTAL	737.000	4.701	420.734	57.09%	316.266

PHASE II (PHASE I Included)	U.N.I.S.W.A.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	115.000	1.653	83.418	72.54%	31.582
Fringe Benefits	37.000	169	11.558	31.24%	25.442
Travel & Transportation	139.000	0	67.365	48.46%	71.635
Participant Training	0	0	0	--	0
Equipment	90.000	0	78.843	87.60%	11.157
Consultants	22.000	0	0	0.00%	22.000
Other Direct Costs	3.330	0	1.233	37.03%	2.097
Indirect Costs	99.000	528	42.423	42.85%	56.577
TOTAL	505.330	2.351	284.840	56.37%	220.490

PHASE II (PHASE I Included)	S.C.O.T.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	95.000	1.653	52.006	61.18%	32.994
Fringe Benefits	27.000	169	6.387	23.65%	20.613
Travel & Transportation	45.000	0	30.753	68.34%	14.247
Participant Training	0	0	0	--	0
Equipment	30.000	0	25.742	85.81%	4.258
Consultants	2	0	0	--	0
Other Direct Costs	1.570	0	1.137	71.05%	484
Indirect Costs	43.000	528	19.319	44.09%	23.181
TOTAL	221.570	2.351	119.312	53.44%	102.258

62

PARTICIPANT TRAINING (IN U.S.)

Swaziland Project No. 674-0231

Agreement No. 645-0231-A-WI-1054

International Center, Cal Poly Pomona Foundation, Inc., California State Polytechnic University, Pomona

3801 West Temple Avenue, Pomona, CA 91768-4058 U.S.A.

REPORT PERIOD: MARCH 1 - 31, 1995

PHASE II (PHASE I Included)	A.I.D. (COMPLETE)				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	0	0	0	--	0
Fringe Benefits	0	0	0	--	0
Travel & Transportation	113.000	3.253	123.973	58.20%	89.027
Participant Training	195.000	3.788	112.499	57.69%	82.501
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	0	0	0	--	0
Indirect Costs	38.000	836	14.006	36.86%	23.994
TOTAL	446.000	7.876	250.477	56.16%	195.523

PHASE II (PHASE I Included)	U.N.I.S.W.A.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	0	0	0	--	0
Fringe Benefits	0	0	0	--	0
Travel & Transportation	142.000	1.137	80.257	56.52%	61.743
Participant Training	125.000	1.065	67.234	53.79%	57.766
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	0	0	0	--	0
Indirect Costs	30.000	238	9.893	32.98%	20.107
TOTAL	297.000	2.439	157.383	52.99%	139.617

PHASE II (PHASE I Included)	S.C.O.T.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	0	0	0	--	0
Fringe Benefits	0	0	0	--	0
Travel & Transportation	71.000	2.116	43.716	61.57%	27.284
Participant Training	70.000	2.723	45.265	64.66%	24.735
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	0	0	0	--	0
Indirect Costs	3.000	553	4.113	51.41%	3.887
TOTAL	144.000	5.497	93.904	65.28%	55.906

63

ADMINISTRATION & ASSESSMENT

Swaziland Project No. 674-0231

Agreement No. 645-0231-A-00-1054

International Center, Cal Poly Pomona Foundation, Inc., California State Polytechnic University, Pomona
3801 West Temple Avenue, Pomona, CA 91768-4058 U.S.A.

REPORT PERIOD: MARCH 1 - 31, 1995

PHASE II (PHASE I Included)	A.I.D. (COMPLETE)				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	125.000	0	94.305	75.44%	30.695
Fringe Benefits	40.000	0	4.988	12.47%	35.012
Travel & Transportation	38.000	0	24.992	65.77%	13.008
Participant Training	0	0	0	--	0
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	24.000	148	8.551	35.63%	15.449
Indirect Costs	90.000	47	56.929	63.25%	33.071
TOTAL	317.000	195	189.766	59.86%	127.234

PHASE II (PHASE I Included)	U.N.I.S.W.A.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	80.000	0	63.178	78.97%	16.822
Fringe Benefits	25.000	0	3.341	13.36%	21.659
Travel & Transportation	19.000	0	12.860	67.68%	6.141
Participant Training	0	0	0	--	0
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	15.670	93	5.371	34.28%	10.299
Indirect Costs	58.000	30	36.227	62.46%	21.773
TOTAL	197.670	123	120.976	61.20%	76.694

PHASE II (PHASE I Included)	S.C.O.T.				
	Budget	Expended This Mo.	Expended To Date	% of Budget	Balance Remaining
Personnel Compensation	45.000	0	31.127	69.17%	13.873
Fringe Benefits	15.000	0	1.647	10.98%	13.353
Travel & Transportation	19.000	0	12.133	63.86%	6.868
Participant Training	0	0	0	--	0
Equipment	0	0	0	--	0
Consultants	0	0	0	--	0
Other Direct Costs	8.330	55	3.180	38.18%	5.150
Indirect Costs	32.000	17	20.702	64.70%	11.298
TOTAL	119.330	72	68.700	57.64%	50.630

Swaziland Project (Project No. 674-0231) - U.N.I.S.W.A.
 Period of Contract: 9/23/91 - 9/01/96

1994-95 BUDGET REPORT

Funding Agency: A.I.D. (Letter of Credit)

MARCH 1995	Total Current Project Budget 9/23/91 - 9/01/96	Budgeted as of 31 March 95	Actual as of 31 March 95	Budgeted % of Total Project as of 31 March 95	Actual % of Total Project as of 31 March 95
INCOME	1,000,000	785,989	563,201	78.6%	56.3%
EXPENSES:					
U.N.I.S.W.A.					
- Consultants	265,000	227,453	163,574	85.8%	61.7%
- Participants	293,000	242,403	147,491	82.7%	50.3%
- Commodities	95,000	84,160	78,843	88.6%	83.0%
- In-Country Programs	40,000	32,000			
- Assessment	17,000	17,480	13,184	102.8%	77.6%
- Administration	110,000	68,898	71,566	62.6%	65.1%
- Indirect Costs	180,000	113,595	88,543	63.1%	49.2%
TOTAL EXPENSES	1,000,000	785,989	563,201	78.6%	56.3%

Swaziland Project (Project No. 674-0231) - S.C.O.T.

Period of Contract: 9/23/91 - 9/01/96

Funding Agency: A.I.D. (Letter of Credit)

1994-95 BUDGET REPORT

MARCH 1995	Total Current Project Budget 9/23/91 - 9/01/96	Budgeted as of 31 March 95	Actual as of 31 March 95	Budgeted % of Total Project as of 31 March 95	Actual % of Total Project as of 31 March 95
INCOME	500,000	414,430	297,777	82.9%	59.6%
EXPENSES:					
S.C.O.T.					
- Consultants	175,000	133,902	90,333 ^{3.}	76.5%	51.6%
- Participants	132,000	127,352	88,981	96.5%	67.4%
- Commodities	30,000	29,715	25,742	99.1%	85.8%
- Assessment	17,000	17,480	12,470	102.8%	73.4%
- Administration	56,000	40,362	35,617	72.1%	63.6%
- Indirect Costs	90,000	65,619	44,635 [✓]	72.9%	49.6% [✓]
TOTAL EXPENSES	500,000	414,430	297,777 ⁸	82.9%	59.6%

MAY-28-95 FR1 15:46

OAL POLY INTL CTR

FAX NO. 9098893282

P. 02



3801 West Temple Avenue
Pomona, California 91768-4058
Telephone (909) 869-3267
FAX (909) 869-3282

Office of the Director
International Programs

Date: May 26, 1995

To: Dr. Sam Taddesse

Fax 709 255-9171

From: Richard F. Pedersen *RF*
Director, International Programs

Subject: Report on the Swaziland Linkage

1. Regarding the fact that all functions in the linkage were carefully negotiated and agreed upon by Cal Poly, UNISWA, SCOT and AID, I attach the signed pages of the original MOU with UNISWA and the MOU with SCOT. Also of the signature pages of the revisions agreed to in January/February 1995. In addition the AID Cooperative Agreement (Phase II) shows AID's commitment to this program (p3), saying "These memorandum of understanding and terms of reference are the basis for this program description." AID also endorsed the modifications, but I can't quickly find the record.
2. Re Nonhlanhle's degree you will see from the attached page of a letter from Dr. Lukhele to me that he very much hoped (was "under the impression") that we could give her more credit than we did but that there was no commitment.
3. Also attached is an internal memo about the In-County Account. I am pretty sure we gave Dr. Khan a copy of the detailed voucher forms this referred to when he was here for the assessment. But Dean Eaves rejected this approach because he thought it would not be amenable to UNISWA and made the offer to advance our own funds on terms easier for UNISWA to comply with. Goertz had been sent copies of all the proposed voucher forms in January 1994.
4. I have reviewed the UNISWA MOU and there is no provision for "specialized curricula" for UNISWA participant trainees. There also is no provision for UNISWA to provide housing, though there is for SCOT in its MOU.

5. The agreement with Chomonics (attached) required that all commodities be serviceable in Swaziland (all suppliers provided the assurance). All equipment was either 240 volts 50 HZ or included transformers, as agreed in advance with UNISWA/SCOT. (Your report contains their requirements in an annex.) The AID agreement, incidentally required that they be serviceable in "Swaziland or southern Africa," not just in Swaziland.
6. The MOUs called for maintenance contracts for UNISWA for the computers and copiers but not for SCOT. We obtained AID approval for purchase of the copiers in Swaziland at a higher price because of maintenance capability there. I haven't been able to locate anything on the computers this quickly. My recollection is that UNISWA assumed that responsibility.
7. As I told you in Washington the report on Women in Business in Swaziland done by Carol Jones was paid for by Cal Poly separately from the linkage as a contribution to our collaboration. Cal Poly also put more funds into Dr. Adamson's work, from its own resources, than UNISWA did (and I believe in fact more than AID, though am not sure.)
8. We don't have much on the substantive aspects of the report for you as the Dean is out of town. But the attached comments are there, we are prepared to submit now. (They came principally from Dr. Adamson and represent the University's comments.) There may or may not be a few other comments on substance at a later point but this is all we can submit in time for your schedule.

If you need to talk to me this weekend I can be reached, sporadically, on (808) 899-5246 (home phone). If I am not there when you call I will call back later.

Enclosures

(5)

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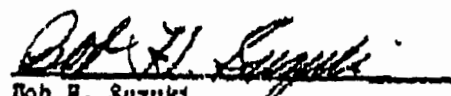
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P. 04

UNISWA/Cal Poly Memorandum of Understanding

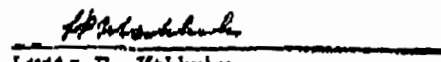
P. 4

For California State Polytechnic
University, Pomona


Bob R. Suzuki
President

2/13/92
Date

For the University of Swaziland


Lydia P. Makhubu
Vice Chancellor

31/1/92
Date

69

SCOT/Cal Poly Memorandum of Understanding

p. 3

space, copying and reproduction of necessary training materials for project participants. It will also be responsible for salaries of its faculty for one year while they are abroad training, and for maintenance of equipment.

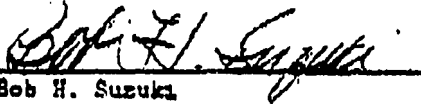
Assessment

Both SCOT and Cal Poly recognize the necessity of periodically assessing progress toward achievement of the linkage objectives. To this end, a mutually developed assessment of the linkage will occur at the end of years two and four of the agreement.

Statement of Collaboration

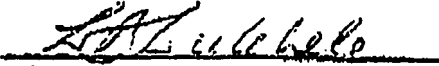
This memorandum of understanding (M.O.U.) constitutes a statement of the agreement between the Swaziland Institute of Technology and California State Polytechnic University, Pomona to establish a collaborative and mutually beneficial linkage relationship in accordance with the terms of reference set forth in Annex A. Both institutions understand that the implementation of the program will depend upon the availability of funding anticipated from USAID. The memorandum does not create other legal or financial obligations between the parties.

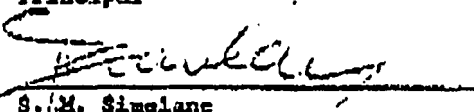
For California State Polytechnic
University, Pomona


Bob H. Suzuki
President

2/12/92
Date

For the Swaziland College
of Technology


L. D. Lukhele
Principal


S. M. Simelane
Ministry of Education

13th Dec. 1991
Date

LINKAGE PROGRAM BETWEEN
THE SWAZILAND COLLEGE OF TECHNOLOGY
AND
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Revisions to the Memorandum of Understanding

The linkage agreement between The Swaziland College of Technology (SCOT) and California State Polytechnic University, Pomona specifies that a mid-program assessment occur. That assessment occurred during the period February 10-15, 1994. As a result of that assessment, several minor revisions to the activities and costs of the linkage are proposed. These revisions will adjust the activities to correspond to updated objectives and needs of SCOT. Cal Poly Pomona supports these revisions and fully understands their impact and effect.

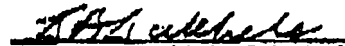
Revised Statement of Collaboration

This revision to the memorandum of understanding (M.O.U.) constitutes a formal statement of the desire of the Swaziland College of Technology and California State Polytechnic University, Pomona to maintain a collaborative and mutually beneficial linkage relationship in accordance with the original terms of reference and the revisions set forth in the attachments following. Both institutions understand that implementation of the revisions contained herein will depend upon the approval of the USAID mission in Swaziland.

For California State Polytechnic
University, Pomona

For the Swaziland College of Technology


Bob H. Suzuki, President


Leonard B. Lukhele, Principal

Post-It® Fax Note	7871	Date	10/24/94
To	Sacramento	From	Sharon
Co/Dept.		Co.	
Phone #		Phone #	
Fax #	328-2	Fax #	6799

LINKAGE PROGRAM IN ACCOUNTING AND MANAGEMENT EDUCATION
BETWEEN THE UNIVERSITY OF SWAZILAND
AND

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

REVISIONS TO THE MEMORANDUM OF UNDERSTANDING

January 10, 1994

The linkage agreement between California State Polytechnic University, Pomona and the University of Swaziland specifies that a mid-program assessment occur. That assessment occurred during the period January 5-10, 1994. As a result of the assessment, several revisions to the activities and costs of the linkage are proposed. These revisions will adjust the activities to correspond to updated objectives and needs of the University of Swaziland. Cal Poly University supports these revisions and is fully aware of their impact and effect.

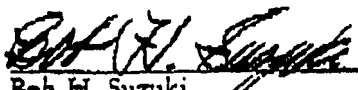
The major changes are to shift funding to provide for support of one PhD. degree program as part of the Out-of-Country Training component. Some redistribution of funds in this category are needed to provide this funding. Also, \$5,000 is transferred from In-Country Collaborative Research and Development to assist in the PhD program.

Minor changes in the activities associated with In-Country Collaborative Research and Development are recommended. With the exception of transferring \$5,000 to support the PhD. degree program, all other changes within this category represent no change in budgeted amounts. Of primary importance in the revisions in this category is that an in-country account will be set up by the University of Swaziland for disbursement of these funds. It is much more efficient that funding in support of these in-country activities be funded from within Swaziland.

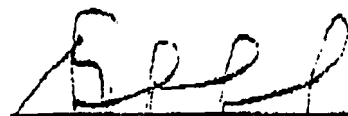
Revised Statement of Collaboration

This revision to the memorandum of understanding constitutes a formal statement of the agreement of the University of Swaziland and California State Polytechnic University, Pomona to maintain the collaborative and mutually beneficial linkage relationship in accordance with the original terms of reference and the revisions set forth in the attachments following. Both institutions understand that implementation of the revisions contained herein will depend upon the approval of the USAID mission to Swaziland.

For California State Polytechnic
University, Pomona


Bob H. Suzuki
President

For the University of Swaziland


Glenn Magagula,
Pro Vice Chancellor

12



California State Polytechnic University Pomona
International Center
3801 West Temple Avenue
Pomona, California 91768-4000

File
UNISWA?

Date: July 11, 1994

To: Dean Ronald Eaves
College of Business Administration

From: Dr. Richard F. Pedersen *Dr. Pedersen*
Director, International Programs

Subject: In-Country Account for UNISWA

Attached is a draft Agreement with UNISWA that would permit setting up a UNISWA local account, while protecting us as much as possible from auditing disallowances.

I think you saw the AID fax saying:

- 1). We could provide funds to UNISWA through a "Periodic Advance" system.
- 2). Advances should be "liquidated" within 60 days.
- 3). All AID regulations that apply to us have to be carried forward into the sub-agreement.
- 4). UNISWA has to keep the money in an interest bearing account and return any interest over \$100 a year to AID (through us).
- 5). Cal Poly remains liable to AID for the validity of all UNISWA expenditures as well as for our own.

The draft agreement with UNISWA meets all these requirements and will give UNISWA funds in advance of expenditures. The legalistic elements in it are primarily derived from language CID uses with us on AID contracts, where we are in the same sub-contractor category that UNISWA will be with us.

The essence is that UNISWA runs the In-Country aspect of the agreement; we give it funds in advance for each agreed program; it accounts to us; we account to AID. All the legalistic stuff is no problem for UNISWA if it follows the accounting provisions set out in the agreement.

I would plan to send this to Adamson, and have him show it to AID. If AID says ok, then I would fax it to Magagula and tell him Adamson can explain it to him if necessary. (Bill probably already will have talked to UNISWA about the basic ideas.)

Lazzore would sign it for us.

If this is ok with you, I will send it to Bill first. (My guess is that there will be a few changes from AID before I then send it on to UNISWA.)

13

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Regardless of this point, again let me assure you that we are very pleased with the equipment. The MIRA are running smoothly, and because of them, we are now running two computer labs at SCOT instead of just one. Everyone at our College is thrilled with our good fortune.

- * 6. I was fairly disturbed to hear from Obeng-Munu that Nankianbia may take up to 3 years to complete a Bachelor's Degree. I was under the impression that the linkage will enable Cal Poly to understand our local and peculiar situations including the Lecturer's qualification better. Understanding our local situation would then enable Cal Poly to modify their College programme requirements according to our needs but without letting down the standards. Through this assumption, I had hoped that the accumulated knowledge of Nankianbia was way above the one year credit that you seem to suggest.

Since our interest is in seeing Nankianbia come back with a Bachelor's Degree I shrift your appeal to Cal Poly to review her current qualification which she obtained in 4 years plus the 4 years accumulated experience and see how you can give her better credits than just one year. I hope that is negotiable. If it isn't then I remain disappointed to keep her for the 3 years which you seem to suggest is essential for her to complete the Bachelor's Degree.

7. I am hoping that, as per our arrangement, Carol Jones is coming on the 16th July, 1995 to provide the computer training that she started at SCOT. The lecturers that she trained for 2 weeks are looking forward to her coming back to reinforce their knowledge of computers. Meanwhile they continue to practice computer applications regularly two hours a week.

Yours Sincerely,


LEONARD LUMBALÉ
PRINCIPAL, SMARLAND COLLEGE OF TECHNOLOGY

74

CAL POLY KELLOGG UNIT FOUNDATION, INC.

A Recognized Auxiliary of
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
Administration (714) 860-2860 Accounting (714) 860-2860 Personnel (714) 860-2860
Food Services (714) 860-2860 Bookstore (714) 860-2871 Registrar (714) 860-2860

DARCEE
FILE**CONTRACT**

1. The Cal Poly Pomona Foundation, Inc., of California State Polytechnic University, Pomona hereby contracts with Chemonics International to serve as procurement agent for the purchase and delivery of the commodities described in the attached "Commodity Schedule" for the Swaziland Training and Institutional Development Cooperative Agreement. Other items, particularly books, may be added later.
2. In accordance with that Agreement, all automatic data processing equipment is to be purchased in the U.S. from American-source manufacturers or vendors of the same. The photocopier and fax machine may be purchased in Swaziland.
3. The Agent shall require suppliers to assure it that commodities selected can be serviced in Swaziland or Southern Africa.
4. The Agent will comply with AID procurement regulations on Procurement of Goods and Service (AID Handbook 13, 4c - 19 to 23, including paragraphs (b) (4) and (b) (10)), AID Eligibility Rules for Goods and Services (AID Handbook 13, 4c-24 to 27), and AID regulations on sub agreements (AID Handbook 13, 4c 28), the provisions of which are incorporated into this agreement.
5. The commodities purchased shall be shipped by air in accordance with provisions of AID Handbook 13, 4c - 14 to 17.
6. The commodities under this contract shall be consigned to the University of Swaziland and the Swaziland College of Technology as specified in the Commodity Schedule.
7. The commodities under this contract originating in the U.S. shall be delivered to the consignees at the Manzini airport in Swaziland. The commodities originating in Swaziland (copier and fax machine) shall be delivered to the consignees headquarters.
8. The Agent will provide the client with monthly procurement status reports until delivery of the commodities to the consignees is completed.
9. The Agent will arrange for the processing of marine/air cargo insurance claims in the event of loss or damage to the commodities.
10. Following receipt of offers, awards of contracts to suppliers will be authorized by the Cal Poly Pomona International Center in consultation with Chemonics.

15

Comments on Substantive Contributions

1. Ms. Nonhlanhla Dlamini --At the time we negotiated the linkage agreement, both Cal Poly and SCOT agreed that Nonhlanhla would come to Cal Poly for one year in order to upgrade her skills in accounting. At the end of the one year period, we had upgraded her skill-level in accounting far beyond what was needed for her to be an effective teacher in the AAT program. In fact she completed four courses in accounting (check the records) during her first year. This was in addition to other courses completed during the first year.

As her first year at Cal Poly was coming to a close, Nonhlanhla contacted the Principal at SCOT, Mr. Leonard Lukhele, to request his permission to pursue a baccalaureate degree. Reluctantly, Mr. Lukhele agreed. Both Professor Carol Jones and Dr. Adamson disagreed with the decision. Once the decision was made, however, we did support Nonhlanhla in this undertaking. At the time, we reviewed her academic record and concluded that she would be able to complete the degree requirements much quicker as an MHR major. Notwithstanding, she has successfully completed four or five additional accounting courses. Thus, she has, at this point, more than enough courses to take the CPA or CMA exam.

2. Needs Assessment --We surveyed professionals from both the public and private sectors during the initial Cal Poly evaluation visit in late 1991. We also attended meetings of the Swaziland Institute of Accountants. In fact, we interviewed the same people in Swaziland that you and Dr. Harold Lucius interviewed.

We were told by professionals in both the public and private sectors that UNISWA and SCOT students were deficient in communication skills, interpersonal skills, personal skills, perception skills, and intellectual skills. Next, we observed the teaching methods being employed by the faculties at UNISWA and SCOT. As a result, we concluded that the teaching methods employed at both SCOT and UNISWA were not instilling the skills needed for students to be successful in a professional business environment. Consequently, we developed student-centered training materials and conducted faculty development seminars on an ongoing basis to develop faculty understanding of student-centered learning (the interactive methods) at both institutions.

At the present time, the following faculty members at UNISWA are using student-centered learning: P. Joubert, M. A. Kahui, C. A. Kyara, D. Akimusi, M. Ndabandaba, B. Dlamini, D. Nkambule, T. Manana. We believe your team only spoke to Dumsile Nkambule regarding student-centered learning.

3. Monitoring and Evaluation -- Dr. Adamson currently conducting an evaluation to measure the extent to which students are developing the skills

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P. 12

needed to be successful in a professional business environment. The evaluation consists of a questionnaire which has been administered to second, third, and fourth year students. The objective is to compare second year students with third and fourth year students in an attempt to determine the extent to which these skills are being fostered in year three and year four. The survey instrument was administered well before the evaluation study. The data will be summarized when Dr. Adamson returns to Cal Poly. Whoever comes to Cal Poly from UNISWA will be able to assist with this research, i.e. it will be collaborative research.

4. In writing the comprehensive Model for Accounting Education and the Competency-Based Approach to Training Accounting Technicians, Dr. Adamson consulted with both SCOT and UNISWA at every step along the way.

-77-